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ABSTRACT

This first phase of a project initiated to develop, demonstrate, and test curricula for the preparation and inservice education of vocational and technical education teachers, was devoted to determining the performance requirements of teachers. During this phase, 237 performance elements were identified through application of occupational analysis techniques, and common, mixed, and unique pedagogical performance elements were identified by a task force representing seven vocational services. An additional 30 performance elements were identified and 147 performance elements were verified through a national critical incident study, and 226 performance-oriented general objectives were developed. The conclusions of the study indicated that most pedagogical performance requirements for teachers were common to all vocational services, and that meaningful specific objectives could not be developed without consideration for a particular institutional setting. It was recommended that core offerings be considered for a majority of the curricula to be developed and that performance-oriented general objectives be prepared as guidelines for writing specific objectives. A related document is available as VT 014 118 in this issue. (Author/SB)

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RESEARCH AND
DEVELOPMENT
SERIES NO. 63

Model Curricula for Vocational and Technical Teacher Education:

Report No. I

PERFORMANCE REQUIREMENTS FOR TEACHERS

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY

VT 014 258

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RESEARCH AND DEVELOPMENT SERIES NO. 63

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. I

PERFORMANCE REQUIREMENTS FOR TEACHERS

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U.S. DEPARTMENT OF
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PREFACE

As part of the programmatic thrust in teacher education, The Center has engaged in the project "Model Curricula for Vocational and Technical Teacher Education." This project was launched to design, develop and test career-oriented and performance-based teacher education curricula with core offerings to meet the needs common to all vocational teachers and specialized offerings to serve the needs unique to teachers of each vocational service. The designing activity for the model curricula was divided into two parts: Phase I - determining the performance requirements for teachers of conventional types of programs and Phase II - identifying the performance requirements of teacher-coordinators of cooperative programs, including new and emerging types.

The primary substance of this report on Phase I will describe the results of the methodology used to determine performance requirements of conventional types of vocational and technical teachers.

The services of the following are recognized in completing Phase I of the project: Calvin J. Cotrell, project director; James G. Bennett, Walter Cameron, Raymond Reisenger, Patricia M. Smith and Roger J. Wilson, research associates; and Shirley A. Chase and Marilyn J. Molnar, technical assistants.

Appreciation is also extended to those who served as members of the project task force: Mrs. Nadia Andrushko, Miss Nancy Ann Bagott, Mr. Walter A. Bialobrzeski, Mr. James M. Blyth, Mrs. Clara Brentlinger, Mr. C. W. Cawlfield, Dr. William E. Drake, Dr. Kenneth Ertel, Mr. Paul J. Foster, Mr. Millard Gundlach, Dr. Lewis D. Holloway, Dr. Edwin L. Kurth, Mr. Bill Laman, Mr. K. Otto Logan, Dr. Russell J. Mercer, Mr. Richard G. Shaffer, Mrs. Marcia R. True, Dr. Leonard J. West, Miss Janet M. Wilson, and Mr. Robert J. Wray.

We wish to acknowledge the contributions of the following reviewers for this publication: Dr. Rufus W. Beamer, Chairman, Department of Vocational Education, Virginia Polytechnic Institute and State University; Dr. William E. Drake, Chairman, Agricultural Education Division, New York State College of Agriculture, Cornell University; and Curtis R. Finch and Anna M. Gorman, Research and Development Specialists, The Center for Vocational and Technical Education, The Ohio State University.

Robert E. Taylor
Director
The Center for Vocational and
Technical Education

FOREWORD

The study to determine the performance requirements of teachers, Phase I of the project "Model Curricula for Vocational and Technical Teacher Education," is reported in this publication.

Due to the complexity of most of the procedures, efforts were made to simplify and reduce the bulk of the report. It was the writers' desire to present the main substance of the study in a manner to expedite its mastery. Therefore, upon request by interested persons, the investigators are willing to supply additional detailed materials.

The investigators trust that vocational teacher education personnel will find the techniques and materials described in this publication to be useful in preparing, evaluating and revising performance-oriented curricula.

The investigators are most appreciative of the encouragement and administrative support of this effort provided by the director of The Center, Dr. Robert E. Taylor; the coordinator for development, Dr. Donald C. Findlay; and the coordinator of research, Dr. Edward J. Morrison. The assistance of a consultant, Dr. Dorothy C. Ferguson, in manuscript revision and synthesis of reviews, is gratefully acknowledged. We also appreciate the assistance of the many supporting personnel of The Center, particularly the editorial director, John Meyer, and his staff.

Calvin J. Cotrell

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SUMMARY

Determining the performance requirements of teachers, the central thrust of the study presented in this report, was part of the designing activity and Phase I of a project, "Model Curricula for Vocational and Technical Teacher Education." The project was initiated to develop, demonstrate and test performance-based teacher education curricula through collaboration with an institution of higher education. The objectives of Phase I were: to identify the performance capabilities that were common for teachers in a majority of vocational services, to determine the performance capabilities which were unique for one or a few of the vocational services, and to develop behavioral objectives for model curricula.

Methodology for the study included an occupational analysis of the pedagogical functions of teachers; a task force evaluation and review of pedagogical performance elements; a critical incident study to expand, verify and establish support for the performance elements identified through the occupational analysis; and the development of performance-oriented general objectives for model curricula guidelines.

Results of the study included the identification of 237 performance elements through application of the occupational analysis techniques; the identification of common, mixed and unique pedagogical performance elements by a task force representing seven vocational services; the identification of 30 additional performance elements and the verification of 147 performance elements through a national critical incident study; and the development of 226 performance-oriented general objectives.

The conclusions of the study indicated: 1) most pedagogical performance requirements for teachers were common to all vocational services. It was recommended that core offerings be considered for a majority of the curricula to be developed, provided that such offerings were not precluded by teaching strategies, time of offering and other variables; and 2) meaningful specific objectives (performance goals or behavioral objectives) could not be developed without consideration for a particular institutional setting. Therefore, it was recommended that performance-oriented general objectives be prepared as guidelines for writing specific objectives.

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. I

PERFORMANCE REQUIREMENTS FOR TEACHERS

CHAPTER I

BACKGROUND FOR THE STUDY

Pressure for curriculum change in vocational and technical teacher education has been apparent for several years. An increasing number of departments of vocational and technical teacher education have been evolving as administrative units in colleges of education across the nation. The force for this change has come from a variety of economic, legislative, sociological, pedagogical and psychological channels. Shortages of adequately prepared teacher education personnel, demands for more qualified vocational and technical teachers (including conventional as well as new and emerging types), the lack of inservice education programs for teachers and leadership personnel, and overlap in the offerings from one vocational service to another within an institution are representative of some of the concerns and problems which have led to the need for a study of the pedagogical requirements of vocational and technical teachers.

Heads of service area departments have found it increasingly more difficult to maintain separate departments providing a total professional teacher education program. There have been incidents where there has been concern for keeping vocational education, regardless of service area, from being engulfed by other educational interests. It is past time, therefore, for vocational teacher educators to get their proper domain identified, organized and defended. It has been obvious that some vocational education areas have been slow to develop and offer relevant teacher education curricula. In other words, there has been an existent demand for more courses based on the present-day activities and needs of teachers. These needs of vocational and technical teachers must be determined and translated into relevant curricula. With substantial evidence to support the vocational and technical education curricula, there should be less difficulty in meeting the competition of liberal arts and general teacher education requirements in baccalaureate and other curricula. While we have been providing and will continue to provide emergency preservice workshops for the preparation and inservice education of vocational and technical teachers, it is obvious that a concerted effort has to be made to provide formalized degree programs to serve all of vocational and technical education. Such needs and problems as those cited have encouraged the research and development at The Center in the project "Model Curricula for Vocational and Technical Teacher Education."

RATIONALE FOR THE STUDY

Effective and efficient "professional" teacher education is deemed imperative to vocational and technical education improvement and expansion. If teacher education is to fulfill these expectancies, it must be organized to provide economy in the utilization of resources and breadth of understanding through common courses for several vocational service areas. At the same time, teacher education must be organized to permit a high degree of specialization through unique courses for individual vocational services or special areas within a service. Because of the shortage of teacher education personnel, it is important that maximum utilization of staff and instructional efficiency be achieved. It would behoove the profession to move rapidly toward a unified and concerted effort to evaluate and restructure many of the current teacher education programs to help meet the changing and expanding needs for teachers. Investigation has been needed to determine those elements of teacher education common to several services and those elements unique to one or a few services or special groups.

Some educators have been critical of the duplication in effort (i.e., the same course being offered by each service with enrollment limited to the respective service) and of the lack of understanding of the total vocational and technical education program. On the other hand, members of comparatively new vocational and technical education areas have been concerned that their special needs cannot be met by current teacher education offerings. It appeared that the profession had to move toward an efficient and effective balance which would achieve optimum utilization of the available instructional resources. Therefore, this study was designed to determine if there were means of increasing the effectiveness and efficiency of "professional" teacher education by developing the common elements and at the same time meeting the special needs of each vocational service.

The project was regarded as a base study in vocational and technical teacher education. A review of the related literature indicated there had been no studies involving occupational analyses of all seven service areas of vocational and technical education. Analyses have been needed for vocational and technical teacher education development and improvement which permit comparisons of teaching competency elements to examine commonalities or differentiation within the total field.

Several related research studies were reviewed. The Southern States Cooperative Program in Educational Administration (1966) originally conceived and developed a competency pattern approach to the improvement of preparatory programs for educational administration. A study by Beamer (1956) reconstructed the professional courses in the vocational agriculture teacher education curriculum at the University of Tennessee by gathering data on the importance

of certain abilities in teaching vocational agriculture. Walsh (1960) identified 107 teaching competencies for trade and industrial teachers in a study which involved the occupational analysis approach. Crawford (1967) identified the competencies needed by distributive education teacher-coordinators to effectively conduct a secondary school distributive education program. Courtney (1967) developed an instrument for determining the common training requirements for teachers in the five traditional areas of vocational education. Courtney's instrument was derived from an analysis of vocational course offerings in several teacher education institutions. While there was similarity in certain of the objectives of the effort by Courtney and this project, there were a great many methodological differences.

If colleges and universities are to plan vocational and technical teacher education programs to meet the needs of teachers for the schools of the future, offering programs such as the organic curriculums (Morgan and Bushnell, 1966), empirical evidence must be collected to guide them in their planning. The findings of this study will enable teacher education curriculum planners to provide for the revolutionary changes currently occurring in instructional technology and methodology. Future teachers will need teaching competencies involving new educational media and teaching techniques. Greater demands will be placed upon colleges and universities to provide more effective and efficient teacher education programs. Consequently, it was appropriate to conduct a foundational study to produce evidence that could be of assistance in planning new and improved programs for the preparation of vocational and technical teachers.

PURPOSE AND OBJECTIVES OF THE STUDY

The project, "Model Curricula for Vocational and Technical Teacher Education," was designed to develop, implement and test curricula for the preparation and inservice education of all types of vocational and technical teachers. The curricula to be prepared were to be projected from a career-oriented, performance-based study of the pedagogical needs of all vocational teachers. Phase I of the designing activity for this project, and the subject of this report, was limited to determining the performance requirements of conventional types of teachers in agricultural, business and office, distributive, health occupations, home economics, technical, and trade and industrial education. Except for the areas of business and office and distributive education, which had cooperative programs, the bulk of the programs were of the conventional in-school laboratory type.

Objectives for Phase I of the study included:

1. Determining the performance requirements which were common for teachers in a majority of the vocational services;

2. Determining the performance requirements which were unique for teachers of one or a few of the vocational services; and

3. Developing performance-oriented general objectives for model curricula.

CHAPTER II

PROCEDURES OF THE STUDY

To accomplish the objectives for Phase I of the study, the following procedures were selected: an occupational analysis, a task force evaluation, and a critical incident study. Through introspection and interview techniques of occupational analysis, the pedagogical competencies of teachers were identified. Task force evaluations of the importance of the competencies for teachers in each of the services were designed to identify the common and unique elements, that is, those pedagogical elements common to a majority of the vocational services and those unique to one or a few of the services. General objectives were developed to facilitate the translation of performance requirements into professional education curricula. A national critical incident study was conducted to obtain evidence to help establish priorities among the pedagogical competencies identified in the occupational analysis.

RATIONALE FOR SELECTION OF PROCEDURES

Several general factors were considered in selecting the procedures incorporated in the design. While there were other bases that might have been developed, the investigators were concerned about using an approach for teacher education curriculum development that was popular for secondary and post-secondary (thirteenth and fourteenth year) curricular development, viz., occupational or task analysis. The introspection and interview techniques for occupational analysis were familiar to the investigators and seemed feasible in light of time and financial constraints. With cognizance for other alternatives, such as observation and survey methods, and also with concern that such approaches would be teacher-centered, i.e., be based upon behaviors desired of teachers as opposed to those teacher behaviors which produce learning on the part of students, the investigators selected the occupational analysis approach. The investigators believed they could make a contribution by proceeding with the approach which was most familiar to them and similar to that being used to develop secondary and post-secondary curricula in vocational and technical education. The performance basis was thereby accepted as a challenge for teacher education-level curriculum development. It was realized that such an approach would require adaptation of the occupational analysis methodology or the

development of new methodology. While realizing the ultimate would be to base a curriculum upon those teacher behaviors proven to change learner behavior, the time frame and resources for the research did not warrant such a commitment by the investigators.

The use of task force ratings of the importance of each performance element (competency) to help establish priorities and to identify common and unique elements was selected because it seemed to be the best approach under the budgetary constraints of the project. While limited in size, the task force provided for a balance of expertise from master teachers, teacher educators and state supervisors for each service. Consequently, teachers and various supervisors of teachers were represented in the task force evaluations of ratings and important discussions relative to differences among the services. Furthermore, by this process, a completely new set of professionals, in addition to the project staff, was given a chance to react and provide inputs.

To break from the tradition of sending task lists out to knowledgeable persons for their reactions or ratings, the investigators decided to use the critical incident approach. Using the critical incident survey was a means for validating the context of the task lists produced in the occupational analyses process because it offered a different source of information for the identification of essential performance elements. Furthermore, it provided a potential means for expanding the list of performance elements.

The relative merits of each of the major procedures used in the study will be discussed in the chapter on results.

OCCUPATIONAL ANALYSIS

The occupational analysis methodology was developed after a search of the literature for systems appropriate for professional-level analysis. While many writers alluded to their various systems of analysis, there was a dearth of information on the description of the systems. Most of the materials reviewed did indicate that a task analysis system had been applied, but the authors neglected to describe the particular system used. The writings of Fine (1955), Fryklund (1956), McGehee and Thayer (1961) and Miller (1962) proved very helpful. However, a selection of concepts of these systems, plus techniques developed by the project staff, were merged to form the analysis methodology applied in this study.

The tasks or basic competencies to be identified through introspection and interview occupational analysis techniques were called performance elements. A performance element was defined as the smallest meaningful entity of activity into which the pedagogical duties of a teacher may be divided.

The criteria for identifying a performance element were:

1. The element as a unit of instruction in teacher education (for either group or individualized instruction) is of such size that it requires an amount of time appropriate for an adult learner at the college level.

2. The element consists of content which may be divided into steps or sub-topics that are organizable and teachable.

3. The element occurs frequently in the teaching occupation.

4. The element would make a distinct unit of instruction for a teacher education class.

5. The element is an entity in itself but has greater meaning and utility in combination with other elements.

6. The element would be easily recognizable by a majority of members of the profession as an essential teaching skill or competency.

To facilitate concentration on the analyses of activity in the seven vocational service areas, major duties or functions of these teachers were identified. Thus, divisions and subdivisions of the pedagogical duties led to the identification of categories and sub-categories. The analyses were expedited by focusing upon the categories and sub-categories to identify the performance elements.

A sample of some of the performance elements derived from an analysis of a particular category and sub-category were as follows:

Category: Planning of Instruction

Sub-Category: Plan a lesson

Performance elements:

1. Formulate objectives

2. Select instructional content

3. Organize the sequence of learning tasks

4. Select teaching techniques and methods

5. Select tools and equipment

6. Determine instructional media and aids

The introspection technique of analysis seemed very appropriate, since the project was staffed with persons who had experience in teaching in each of the vocational service areas. Any gaps or voids in experience were filled by means of the interview technique. Resource persons for the interviews included master teachers and teacher educators with experience in the particular teaching area being studied. Suggestions for conducting the occupational analysis interviews may be found in Appendix A.

After the system of analysis was devised, it was tested on a sample of pedagogical duties for each vocational service. The system was slightly revised as the result of this experience. Then, the staff proceeded to complete the analyses. Finally, there was a merger of the seven analyses into one listing of performance elements (A copy of this list may be examined in Appendix B). The greatest problem in merging the seven analyses was resolving terminology variations among the services. Once the basic nature of an activity was described, agreement could usually be found that such an activity was a part of the duties of the teachers in several services. However, much deliberation was required to express a performance element in a language acceptable to a majority of the service representatives. Definitions of some of the more troublesome terms were developed by the project staff (Appendix B).

TASK FORCE RATINGS

A 21-member task force representing each of the seven services and 19 states was selected by The Center staff with recommendations from the USOE, Division of Vocational and Technical Education, and other leaders in the field. A teacher educator, state supervisor and master teacher constituted each service area task force (See Appendix C for the roster of the task force members).

The first meeting of the task force was held in April, 1968. Using a data collection instrument (Appendix D), the task force was asked to evaluate the importance of each of the 237 performance elements for experienced secondary teachers in the conventional programs for agricultural, business and office, distributive, health occupations, home economics, technical, and trade and industrial education. A 3-point scale was used in the ratings with 3 as "very important," 2 as "important" and 1 as "not important." Subsequently, the rating of the importance of elements for experienced teachers was completed. The task force members were then asked to consider, for essentiality for beginning teachers, each of the elements previously rated "very important" for experienced teachers. The judgment on the essentialness of a given element was to be based upon whether the teacher would be required to possess a reasonable level of competency in the performance element before starting to assume full responsibility for related

classroom or laboratory teaching. If the performance element were judged essential, the item was checked. The forced choice rating was scored on a 0 to 1 dichotomous scale. The same approach was used in rating the importance of each of the performance elements for experienced and beginning post-secondary teachers.

After the task force meeting, the ratings were analyzed to determine which performance elements were found to be important to all services and were thus listed as common elements. Also, the analysis determined which elements were important to one or a few services, thereby identifying unique elements. While some rather elaborate attempts were made to analyze the data, such as analysis of variance techniques, the determination was made with arbitrary cut-offs based upon upper, middle, and lower thirds of the distribution of scores. Also, in the final selection of elements for consideration in projection of curricular needs for core teacher education courses, elements rated as important to five or more services were judged as important considerations for common elements. While it was possible to identify elements unique to only one service (and many were so designated), another classification of unique element was discovered. Elements important to from two to four services were labeled as mixed. Also, there were some elements which were rated as not important to teachers.

DEVELOPING BEHAVIORAL OBJECTIVES

Translating the performance elements into curricular objectives and thereby communicating the intent of each performance element was a challenge for the investigators. Originally, the goal was to develop and sequence behavioral objectives for model curricula. However, after attempting to write several objectives and receiving advice from several consultants, it was determined that it would behoove the project staff to write performance-oriented general objectives rather than the more specific behavioral objectives.

The rationale for general objectives was based on two very important considerations. First, it was learned that meaningful and useful behavioral objectives cannot be written without reference to the particular set of conditions and values (in terms of performance criteria) of a given teacher education institutional setting and resources. Second, when one has to refer to a hypothetical setting for writing the behavioral objectives, the product is a specific objective which has little utility in any existing teacher education institution. Therefore, preparing specific objectives for a hypothetical situation, even though an ideal one, was determined to be wasteful of human resources.

Writing general objectives that were performance-oriented was selected as the best solution to the dilemma. Such objectives

would help communicate the possible intent of the performance elements and provide guidelines for the project staff and others who wish to engage in the development of specific objectives for teacher education curricula.

A performance-oriented general objective was prepared for each performance element rated by the task force as important to vocational and technical teachers. These objectives consisted of: 1) a statement which identifies the activity, 2) a statement of the general conditions under which the act may be experienced, and 3) a list of the general criteria which may be used in assessing the performance. (A sample of the performance-oriented objectives may be examined in Appendix E.) A total of 226 performance-oriented general objectives were prepared by the project staff and subjected to a review by teacher educators and behavioral scientists. The objectives resulting from this effort were presented in a separate publication, *Model Curricula for Vocational and Technical Teacher Education: Report No. II--General Objectives, Set 1.*

Task force members also reviewed and reacted to the objectives prepared by the project staff. A few general objectives were prepared by task force members to test the format for writing the objectives.

TASK FORCE REVIEW

In July, 1968, the project task force was called to The Center for a second meeting to review the results of their previous efforts and the project staff's work on behavioral objectives. Since the analyses of the task force's previous ratings of the performance elements produced some teacher education requirements which were not logical, there was need for a review. Did the task force understand the meaning of certain elements? Why was a performance element important to only one vocational service? Why was a performance element important to all but one vocational service? These and other questions relative to the logic of the ratings were discussed in the seven service area task forces and by the combined task forces.

In some instances, there was a problem with agreement on interpretation of the intent of a performance element. In other cases, the support was explained for the particular rating. Through this process, changes in the task force ratings were made when necessary. Incidentally, this activity led to the elimination of several overly specific performance elements which had produced some overlap or duplication in performance elements. Ultimately, the task force review helped produce a more refined list of performance elements and a more accurate appraisal of the importance of each performance element.

Time during this meeting was also provided for sequencing and clustering the "unique" and "mixed" performance elements into meaningful groups. Unfortunately, this effort resulted, for the most part, in the task force group's reaffirming the categories and sub-category titles developed by the project staff during the occupational analysis activity, instead of providing additional suggestions for classifying the performance elements as had been hoped.

NATIONAL CRITICAL INCIDENT STUDY

Subsequent to the task force review of the ratings of performance elements, a national critical incident study was conducted. The purpose of this study was to verify the importance of each element and expand the list of performance elements identified through the occupational analysis.

Selection of schools. Two vocational education program directories were used to derive the national samples for this study. The secondary school program sample was chosen from the *Directory - Programs of Vocational Education in the United States* edited by The Center for Studies in Vocational and Technical Education (1966), and the post-secondary program sample was taken from a list of area vocational schools and junior colleges using the same directory and another directory, *American Junior Colleges* edited by Gleazer (1967). A selective random sample of public secondary and post-secondary schools was identified from among only those schools offering programs in at least five of the following services: agricultural, business and office, distributive, health occupations, home economics, trade and industrial, and technical education.

Method of data collection. Since a national sample was desired and there were limited personnel and budget resources, the project staff decided to collect the critical incidents by mail. Each school administrator was sent a packet of materials (Appendix F) along with a letter of transmittal asking that the survey form be given to the teachers. Also, the administrator was asked to return an enclosed postal card indicating whether or not his school would participate.

Analysis of data. Each critical incident was analyzed to determine its correlation to the performance elements previously developed in the occupational analysis procedure (Appendix B). This comparison was completed to give validity to the performance elements and to provide a means for the identification of additional performance elements. The process for content analysis of the critical incidents followed a system of independent analysis by each of two staff members who subsequently reviewed each other's findings. When the findings were in disagreement, the differences were resolved in a meeting of the analysts. The results were then

subjected to further review by a third staff member. The system, thereby, was designed to identify performance elements derived originally from the occupational analysis as well as any new elements. By the limits set for content analysis, each critical incident had the potential to support as many as five performance elements.

CHAPTER III

RESULTS

This chapter will be concerned with a presentation and discussion of the results of the various methodologies (occupational analysis, task force evaluation, and critical incident study) which were applied in Phase I of the project.

OCCUPATIONAL ANALYSIS

One of the most time-consuming procedures in Phase I was the challenge of analyzing the pedagogical duties of conventional teachers for the seven vocational and technical education services. This analysis effort resulted in an initial list of 237 performance elements. From this list 11 elements (numbers 257-267 in Appendix B) were eliminated because of redundancy and specialized terminology.

If the investigators were to be critical of the list of performance elements, in retrospect, it could be noted that some of the elements need further fractionation. Also, a few of the elements have two action verbs in their statements which created some problems in other procedures of the study, viz., the writing of general objectives. For the most part, however, the project staff learned that it was possible to make an occupational analysis of the pedagogical functions of vocational and technical teachers. However, the written guidelines or criteria for the actual analysis tended not to be as explicit as deemed necessary. By working together in developing a system of occupational analysis, the project staff followed several unwritten guidelines in the identification and writing of performance elements. Also, after three months of experience with the guidelines, the analysts asked themselves why they had not previously understood the written guidelines since their meaning had suddenly become clear. Obviously, the written guidelines were not fully understood or utilized by some members of the project staff until they had several weeks of experience writing performance elements. This experience was an indicator that changes would be in order for future work in the analysis of professional occupations.

TASK FORCE RATINGS

The results of the task force ratings of the importance of each of the elements for the different types of teachers (beginning and experienced secondary and post-secondary) is presented in Appendix B.

Scoring of ratings. Examination of the scores for each element for each service area and type of teacher (Appendix B) will reveal one common scale (1 = "not important," 2 = "important," 3 = "very important") being used. For beginning teachers, the sum of the task force ratings (three members for each service) for an element ranged from 0 - 3. It was necessary, therefore, to assign 0 - 1 as "not important," 2 as "important," and 3 as "very important" to make a 3-point scale. The conversion also resulted in a scale for beginning teachers which was comparable to the one used for experienced teachers. For the experienced teachers, the sum of the scores on the elements ranged from 3 to 9. Using a rationale of state of majority agreement, the scores from 3 - 4 became 1 = "not important," 5 - 7 became 2 = "important" and 8 - 9 became 3 = "very important."

Common, mixed and unique elements. The analysis of the ratings of the task force members resulted in the classification of the performance elements for each type of teacher as common, mixed, unique and not important. The common elements were those which were found important to from five to seven of the services. The mixed elements were those found important to from two to four services. Unique elements were those found to be important to only one service. Some elements were found to be not important to any service area. The classification of these elements is given in Appendix B as C = common, M = mixed, U = unique and NI = not important.

An actual count of the number and percentage of elements under the classification of common, mixed, unique and not important for each type of teacher is presented in Tables 1 - 3.

Overall summary of task force ratings. An analysis of the data in Appendix B to examine totals across all service areas is provided in Table 1.

The percentage of performance elements in the classifications--unique, mixed, common and not important--was very similar for secondary and post-secondary beginning and experienced teachers. However, the pattern of percentages by classification for beginning and experienced was quite different. A total of 57 - 60 percent of the performance elements important to beginning teachers was classified as unique or mixed, and approximately 25 percent of the performance elements were classified as common elements. On the other hand, 93 percent of the performance elements were classified

TABLE I

SUMMARY OF TASK FORCE RATINGS OF PERFORMANCE ELEMENTS

	Secondary				Post-Secondary			
	Beginning		Experienced		Beginning		Experienced	
	No.	%	No.	%	No.	%	No.	%
U	49	21.68	1	.44	55	24.33	3	1.32
M	78	34.51	13	5.75	82	36.28	10	4.42
C	56	24.77	211	93.36	56	24.77	212	93.80
NI	43	19.02	1	.44	33	14.60	1	.44
Totals	226		226		226		226	

as common elements for experienced teachers and approximately six percent were classified as unique or mixed.

It was interesting to note that 35 - 36 percent of the elements for beginning secondary and post-secondary teachers were classified as mixed. Further examination of these mixed groups resulted in listing 52 combinations. Study of the elements under these combined service labels, however, resulted in no meaningful clusters of elements to assist in suggesting course offerings for these combinations of two to four services.

The reasons for the different percentage patterns for the classification of the performance elements are perhaps numerous. One might speculate, however, that a sharper differentiation was produced by having the task force rate the elements for beginning teachers on a dichotomous scale as opposed to the 3-point scale used for rating the needs of experienced teachers.

Summary of ratings of performance elements for beginning teachers. Based upon a total of 226 elements that were deemed valid, the percentages of elements classified as unique, mixed, common and not important have been calculated for each service area (Table 2). It was discovered that the percentages of elements in a particular classification were quite similar for both secondary and post-secondary teaching.

TABLE 2

TASK FORCE RATINGS BY SERVICE AREA FOR PERCENTAGE OF UNIQUE, MIXED, COMMON AND NOT IMPORTANT PERFORMANCE ELEMENTS FOR BEGINNING TEACHERS
(N = 226)

Secondary

	AGR	B	DE	HO	HE	T	T&I
U	2.2	3.5	11.0	.9	3.0	.4	1.3
M	23.0	11.0	20.0	17.0	14.0	3.5	5.3
C	22.12	23.0	24.33	23.89	25.66	18.14	19.02
NI	52.21	62.38	45.13	57.96	62.38	77.87	74.33

Post-Secondary

	AGR	B	DE	HO	HE	T	T&I
U	2.2	2.2	15.0	.9	2.2	.4	.9
M	16.0	20.0	23.0	19.0	19.0	4.0	3.5
C	24.77	23.0	21.23	21.23	21.68	19.02	17.25
NI	57.52	54.86	40.26	54.86	56.63	76.54	78.31

AGR = Agricultural education
B = Business and office education
DE = Distributive education
HO = Health occupations
HE = Home economics
T = Technical education
T&I = Trade and industrial education

Perhaps some of the differences in percentage of performance elements rated not important for beginning teachers may be explained by the different frames of reference or biases of members of the task force. Four of the vocational services typically require the baccalaureate degree prior to permitting a person to enter teaching; three allow persons to enter teaching after brief preservice workshops in pedagogy. However, these teachers have technical competency in the occupations they plan to teach and usually enter teaching directly from employment in business and

industry. Thus, when asked to indicate the performance elements in which a reasonable level of competency would be required before beginning teaching, a task force member might very easily have a different set of values depending upon the service area he represented. An example of this phenomenon might be observed in the ratings for the element number one, "Organize an advisory committee" (Appendix B). The task force on agricultural education rated this element very important while the health occupations, trade and industrial, and technical task forces rated it not important. The element cited typically would not be covered in short intensive preservice workshops for health, trade and industrial, and technical teachers but would be an important competency to develop through inservice education. On the other hand, this competency would be a very important one to develop during the typical degree program required of persons preparing to teach in the agricultural education area.

Another comparison would be the small number of the unique and mixed performance elements in technical education (3.9 percent) contrasted with 25.2 percent in agricultural education. Examination of the important and very important performance elements in these two service areas indicated a highly select list appropriate for objectives typical of only part of an emergency preservice workshop in technical education. The same kind of list in agricultural education, on the other hand, tended to be large enough to be in the domain of baccalaureate curricula. Lists of the very important elements for both agricultural and technical education beginning teachers were prepared (Appendix G) for the reader's convenience in making the comparison previously discussed.

Summary of ratings of performance elements for experienced teachers. The percentage of elements (total N = 226) classified as unique, mixed, common and not important were calculated for each service area (Table 3).

One cannot help observe the difference in the percentages of elements labeled mixed, common and not important as compared with a similar set in Table 2. For competencies required of experienced teachers it was obvious that a majority of the elements were important to a majority of the vocational services and were, therefore, labeled common elements. The pattern was much the same for all services except home economics and trade and industrial education, which have a higher percentage of the elements rated as not important for secondary teachers. It was also noted that agricultural and trade and industrial education have higher percentages of elements rated not important for post-secondary teachers. Examination of the needs of experienced teachers as rated by the task force indicated that baccalaureate and perhaps master's degree curricula would be required to provide teachers with the preparation and inservice education needed to develop the competencies specified.

TABLE 3

TASK FORCE RATINGS BY SERVICE AREA FOR PERCENTAGE OF UNIQUE, MIXED, COMMON AND NOT IMPORTANT PERFORMANCE ELEMENTS FOR EXPERIENCED TEACHERS
(N = 226)

Secondary

	AGR	B	DE	HO	HE	T	T&I
U	0.0	.44	0.0	0.0	0.0	0.0	0.0
M	2.65	4.42	3.52	3.09	2.65	2.21	.88
C	89.82	92.47	92.03	89.38	81.41	90.70	86.72
NI	7.52	2.65	4.42	7.52	15.92	7.07	12.38

Post-Secondary

	AGR	B	DE	HO	HE	T	T&I
U	0.0	0.0	0.0	0.0	.44	0.0	0.0
M	1.32	3.09	3.09	1.32	3.09	.88	0.0
C	85.39	93.80	93.36	92.92	92.47	92.92	70.79
NI	13.27	3.09	3.52	5.75	3.98	6.19	29.20

AGR = Agricultural education
B = Business and office education
DE = Distributive education
HO = Health occupations
HE = Home economics
T = Technical education
T&I = Trade and industrial education

CRITICAL INCIDENT STUDY

Description of responses. The administrators of 385 schools responded to the request and indicated their willingness to participate in the study. A total of 761 critical incidents was supplied by the participants; however, only 664 of the incidents were usable (Table 4). A sample critical incident and analysis may be found in Appendix H.

A reasonable balance of participation was obtained from the various vocational services; however, the number of responses for any service was not large enough to support an analysis of critical incidents by service area.

TABLE 4

SERVICE AREA COUNT OF CRITICAL INCIDENTS RECEIVED AND USED

	Received	Used	Percentage of Total Used
Agricultural	80	71	10.69
Business and Office	134	116	17.47
Distributive	77	71	10.69
Health Occupations	72	70	10.54
Home Economics	93	89	13.40
Technical	86	72	10.84
Trade and Industrial	178	147	22.14
General	41	28	4.22
Totals	761	664	100.00

Regional representation for the critical incidents (Table 5) was well-balanced except for two regions.

TABLE 5

FREQUENCY OF CRITICAL INCIDENTS BY REGION*

	Number Used	Percentage of Total
0. No Region Listed	60	9.04
1. Connecticut, Maine, Massachusetts, Vermont, New Hampshire, Rhode Island	3	.45

(Continued)

	Number Used	Percentage of Total
2. Delaware, New Jersey, New York, Pennsylvania	80	12.05
3. District of Columbia, Kentucky, Maryland, Virginia, West Virginia, North Carolina, Puerto Rico, Virgin Islands	96	14.46
4. Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee	58	8.73
5. Illinois, Indiana, Michigan, Ohio, Wisconsin	110	16.57
6. Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota	54	8.13
7. Arkansas, Louisiana, New Mexico, Texas, Oklahoma	75	11.30
8. Colorado, Idaho, Montana, Utah, Wyoming	26	3.92
9. Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, Guam, American Samoa	102	15.36
Totals	664	100.00

*Based on valid critical incidents.

Most of the responses (58 percent) were obtained from secondary teachers, in view of the 34 percent attributable to post-secondary and adult teachers (Table 6). The response was too small to justify the establishment of critical incident support on each type of teacher (secondary, post-secondary, adult). Therefore, the scores were combined for total support.

TABLE 6

FREQUENCY OF CRITICAL INCIDENTS BY TEACHING LEVEL

	Number	Percentage of Total
Secondary	385	57.98
Adult	77	11.60
Post-Secondary	147	22.14
Not Classified	55	8.28
Totals	664	100.00

The total years (general and vocational) of teaching experience for the persons on whom the critical incidents were based was divided equally between those classifiable as beginning, 1 - 3 years, and experienced, 4 - 36 years (Table 7).

TABLE 7

TOTAL YEARS OF TEACHING EXPERIENCE
(GENERAL AND VOCATIONAL)

	No. Years of Teaching	Number of Critical Incidents	Percentage of Total
	Beginning		
	1	116	17.5
	2	90	13.6
	3	76	11.4
Total		282	42.5
	Experienced		
	4 - 10	175	26.3
	11 - 36	105	15.8
Total		280	42.1
	Data Not Given	102	15.4
		664	100.00

More critical incidents were based upon beginning than on experienced teachers, however, when the responses were classified by total years of vocational teaching (Table 8).

TABLE 8

TOTAL YEARS OF VOCATIONAL TEACHING EXPERIENCE

Beginning	Number of Critical Incidents	Percentage of Total
1 year	161	24.3
2 years	136	20.5
3 years	92	13.9
	389	58.7
Experienced		
4 - 10 years	151	22.7
11 - 34 years	71	10.6
	222	33.3
Data Not Given	53	8.0
Grand Total	664	100.00

While eight - 15 percent of the responses were not classifiable, the random sample was not equally distributed between beginning and experienced teachers. Having the sample a bit heavier on beginning teachers was justified as desirable in determining priority performance requirements in view of the importance of preservice education programs. Furthermore, due to the small number of responses, no attempt was made to divide the critical incident support by teaching experience levels. A reasonably good balance of positive and negative incidents (56 percent vs. 44 percent, respectively) was received.

The response for critical incidents was good considering the late mailing date of May 16, when school personnel were engaged in closing the school year or term. It is believed that a greater number of responses would have resulted had it been possible to mail the materials earlier in the school year.

New elements identified. Thirty additional performance elements were identified through the content analysis of the critical incidents. New elements were designated with an asterisk (*) in front of the numbers listed in Appendix B.

Critical incident support. Thirty new performance elements were discovered and 147 of the original 226 elements received

critical incident support. The actual frequency of support for each performance element may be observed in Column D of Appendix B. Also, it was observed that each of the 10 categories of performance elements received attention, as opposed to most of the support being found in the management category (For example, "Control of student behavior"). To interpret the support provided, the investigators have considered the presence of any support as being of more practical significance than the actual frequency. While frequency in itself was not completely disregarded, no attempt was made to apply a rank order of importance to the 0 - 53 frequency of support. The rationale for the interpretation is based upon the assumption that each of the activities of teachers is not equally identifiable through critical incidents. Therefore, though an ordinary high frequency activity of teachers might not be cited in critical incidents, that activity may be very essential to the success of the teachers. By definition, a critical incident was based upon activity that made a difference in the success of the teacher at a particular point in time. Obviously, a very large sample of critical incidents would be required to provide support for all the activities of teachers. The criteria for content analysis allowed each of the 664 critical incidents the potential to support up to five of the 256 (226 original and 30 new elements) performance elements, but a total of only 1148 support points were found in this particular analysis. While it would have been possible for each of the 256 performance elements to receive approximately 2.6 points, 81 performance elements received no critical incident support. Therefore, elements were or were not supported by the critical incidents, but there was no basis for ranking the performance elements by frequency of support. Generally then, elements supported by one or more critical incidents were considered in projecting curricular needs.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented in this chapter have been derived from the investigators' experience and the evidence collected through the occupational analysis of pedagogical duties, the task force evaluation, the general objectives development and the critical incident study.

SUMMARY OF RESULTS

A brief summary of the results for each of the procedures of the study is presented as a preface to the statements of conclusions and recommendations.

Occupational analysis. An initial list of 237 performance elements resulted from the introspection and interview techniques. Eleven were eliminated because of redundancy and specialized terminology. It was possible to make an analysis of the pedagogical capabilities required of vocational and technical teachers through introspection and interview techniques. The system of occupational analysis was found to be similar to the task analysis systems used in analyzing skilled occupations except that most of the capabilities were found to relate to the cognitive and affective domain as opposed to the dominance of psychomotor activity in the skilled occupations. Modification of the task analysis system was possible for the professional occupation of vocational and technical teaching.

Task force ratings. Task force rating of the performance elements identified through the occupational analysis indicated: 1) little difference existed in the pedagogical requirements of secondary and post-secondary teachers; 2) more mixed elements (important to two to four services) were found important to beginning teachers than common or unique elements (However, the mixed elements occurred in no meaningful combination or clusters that would be logically explainable. Consequently, no meaningful curricular projections may be made for teacher education courses serving two to four vocational services); 3) no meaningful curricular projections for specialized courses were found in the approximately 20 percent of the important performance elements for beginning teachers designated as unique elements; 4) performance elements rated not important to beginning teachers exceeded those

not important to experienced teachers by 14 - 19 percent; 5) a majority of the elements (93 percent) were found to be common elements for experienced teachers; 6) the mixed and unique elements for experienced teachers did not provide a meaningful projection for specialized curricula for one to four vocational services; 7) the findings on performance requirements tend to project the feasibility of core curricula for the collegiate undergraduate and graduate preparation and inservice education of teachers of conventional types of vocational and technical programs; and 8) the 56 - 60 percent of the performance requirements for beginning teachers classified as mixed or unique tend to support the need for consideration of specialized offerings for emergency preservice workshops or baccalaureate curricula.

General objective development. The project staff experience in writing objectives indicated that useful behavioral objectives for professional education have to be based on a particular institutional setting and the standards maintained by a given faculty. However, for the purpose of establishing guidelines, performance-oriented general objectives seem feasible.

Critical incident study. The critical incident study identified several additional performance elements which were not found in the initial occupational analysis, indicating the possible need for a more thorough occupational analysis to identify elusive performance requirements. Because of the verification of performance elements by the national critical incident study, the investigators believe a majority of the performance requirements are valid. Subject to the limitations of the study (time and number of respondents), the investigators concluded that obtaining critical incidents by mail was not as productive, qualitatively or quantitatively, as the more expensive interview technique might have been. Analysis of the critical incidents proved to be very complex and time-consuming.

SYNTHESIS OF CONCLUSIONS AND RECOMMENDATIONS

Through Phase I of this project, several tools have been developed for the vocational and technical teacher education curriculum planner:

1. A system for occupational analysis of professional-level activity.

2. An analysis of professional activity of teachers of conventional types of vocational and technical programs.

3. A task force appraisal of the importance of performance elements for each service.

4. A task force appraisal of performance elements designating common, mixed and unique elements.

5. A performance basis for projecting core courses in vocational and technical teacher education curricula.

6. Support for performance element priority through the critical incident study and the task force ratings.

7. Guidelines for writing specific objectives (performance goals) through the development and use of performance-oriented general objectives.

For teacher educators and other state leadership personnel desiring to establish performance bases for designing new or revising existing teacher education curricula or evaluating teaching or teacher education or establishing certification requirements, the following recommendations were prepared by the project staff:

1. Introspection and interview techniques of occupational analysis should be applied in the determination of performance requirements of positions for which personnel are to be developed, evaluated or certificated.

2. Introspection and interview techniques of occupational analysis should be applied periodically to revise the performance requirements of positions to support changes in teacher education curricula demanded by relevancy.

3. Performance requirements established through occupational analysis techniques should be subjected to verification by a panel of master teachers, supervisors and teacher educators.

4. Serious consideration should be given to developing core courses in teacher education curricula.

5. Factors other than performance requirements, such as teaching strategies, time constraints, etc., should be considered in decisions to establish core (serving all vocational and technical education) or specialized (serving one or a few vocational services) teacher education courses.

6. Established guidelines in the form of task force ratings and critical incident support points for each performance element should be regarded only as additional tools in teacher education curriculum development.

7. Similar techniques should be used in establishing and comparing performance requirements of teachers of new

and emerging and cooperative programs for regular students and youth with special needs.

8. An explicit set of guidelines, including criteria for writing performance elements, as well as adequate orientation and training for the analysts, should be provided in future efforts involving occupational analysis.

9. Specific objectives (performance goals) for model curricula should be prepared through a collaboration of Center personnel and the faculty of a cooperating teacher education institution.

10. A more efficient system, other than a critical incident study, should be sought in future efforts to verify performance requirements of teachers.

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GLOSSARY OF TERMS

Category. An easily recognized major function or duty of educational personnel under which related performance elements may be identified and classified.

Critical incident technique. Procedure for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles. (Flanagan, 1954)

General objective. A performance-oriented instructional objective that has some of the characteristics of a behavioral objective or performance goal which may be used as a guide in the development of specific objectives.

Occupational analysis. Systematic breaking down of components of an occupation into its elements in order to project instructional needs.

Performance element (skill, task, competency). A statement of an observable behavior which describes what a teacher will be doing as he functions in his professional role.

Specific objective (behavioral objective, performance goal, professional education objective). One of several performance-oriented instructional objectives that may be derived from a general objective.

APPENDIX A

OCCUPATIONAL ANALYSIS INTERVIEW SUGGESTIONS

OCCUPATIONAL ANALYSIS INTERVIEW SUGGESTIONS

Suggestions for interviews with teacher educators and state supervisors:

1. Arrange for a short period of time for the interview. This assumes that it would be easier to obtain several short interviews than one long one.

2. Determine which division/s of the composite analysis may be most productively reviewed with a particular interviewee.

3. Quickly review elements of a division with the resource person, checking those which may be problems. Do not discuss an individual element until all elements have been reviewed, since the in-depth discussion of a single element may take all of your interview time.

4. The following factors should be considered in the review of each element:

   a. Is it an element in terms of the criteria for identifying elements?

   b. Is the element clearly stated?

5. After reviewing a division of an analysis, determine if there are missing elements and record these findings.

6. Prepare notes on the interview and report suggestions to the project directors.

Suggestions for interviews with master teachers and teacher-coordinators:

1. Through inquiries with teacher educators and state supervisors, locate resource persons who live near campus to avoid loss of time in travel.

2. The approach for the interview of teachers should be one of determining if they need a particular element (skill or competency) in their work. Rate each element on a 5-point scale from not important (1) to very important (5) for skills which are applicable. For those skills which are not applicable, a zero (0) should be reported for the item.

3. Teachers and teacher-coordinators should be important resources for identifying elements which have not been

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previously listed in the analysis. Be sure to seek out any possible additional elements.

Note: In all interviews, it will be necessary to determine the best approach for interviewing a particular person. Please feel free to use your own judgment to accomplish the mission of improving and validating the analyses in the most effective and efficient manner.

APPENDIX B
PERFORMANCE ELEMENTS, TASK FORCE RATINGS AND CRITICAL INCIDENT SUPPORT

	Performance Elements
PLANNING OF INSTRUCTION	1- 22
EXECUTION OF INSTRUCTION	23- 72
EVALUATION OF INSTRUCTION	73- 95
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COORDINATION	224-256

DEFINITIONS*

Chapter parents - specific parents selected or elected to aid in the support and direction of the student vocational organization.

Cooperating employer - a firm or agency providing employment and on-the-job training for a student-learner in a cooperative education program.

On-the-job instructor (on-the-job supervisor, sponsor) - the person designated by an employer to provide the on-the-job training and supervision of a student-learner in a cooperative education program.

On-the-job training - the instruction and experience in the skills of an occupation provided for a student-learner by an employer engaged in a cooperative education program.

Simulation (simulated experience) - the provision (duplication, reproduction) of near actual situations to which the learner can react so that his actual experience with the real life occurrence will be less traumatic.

Single concept film - filmstrip or motion picture film loop that presents only one concept, the viewing of which may be repeated by the student until he understands the principle involved.

Student-learner - a student enrolled in a cooperative education program.

Training station - an area within the cooperating employer's facilities in which a student-learner is employed and receives on-the-job training.

Work station - a student's designated work area within the in-school laboratory.

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*Staff's definitions of terms used in the performance elements.

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
PLANNING OF INSTRUCTION										
1. Organize an advisory committee.	H.S. (Beg.)	3	2	2	1	2	1	1	M	1
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	3	2	3	2	3	1	1	C	
	P.H.S. (Exp.)	3	2	3	3	3	3	2	C	
2. Consult the advisory committee for program planning information.	H.S. (Beg.)	3	2	2	1	2	1	1	M	0
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	3	2	3	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	3	3	2	C	
3. Make an occupational analysis.	H.S. (Beg.)	1	1	1	1	1	1	2	U	0
	H.S. (Exp.)	1	2	2	2	2	2	3	C	
	P.H.S. (Beg.)	1	1	2	1	2	1	2	M	
	P.H.S. (Exp.)	1	2	2	2	3	3	3	C	

(Unique) U = 1 service area
(Mixed) M = 2-4 service areas
(Common) C = 5-7 service areas
NI = not important to any service area

1 = not important
2 = important
3 = very important

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
4. Make a task or activity analysis.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	3	2	2	C	
	P.H.S. (Beg.)	2	1	1	2	1	1	1	M	
	P.H.S. (Exp.)	2	2	2	3	2	2	2	C	
5. Determine student needs and goals.	H.S. (Beg.)	3	2	2	2	3	3	2	C	10
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	3	3	2	3	3	2	C	
	P.H.S. (Exp.)	3	3	3	2	3	3	3	C	
6. Formulate objectives for lessons, units and/or courses.	H.S. (Beg.)	3	2	3	3	3	3	3	C	1
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
7. Select and develop instructional content for a course.	H.S. (Beg.)	2	2	3	3	3	2	2	C	12
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
8. Select and develop instructional content for a lesson.	H.S. (Beg.)	3	3	3	2	3	3	3	C	9
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	2	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
9. Determine in-school learning experiences (classroom and/or lab).	H.S. (Beg.)	3	1	3	3	3	1	2	C	26
	H.S. (Exp.)	3	3	3	3	3	2	3	C	
	P.H.S. (Beg.)	3	2	2	2	3	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
10. Select teaching techniques and methods.	H.S. (Beg.)	3	3	2	2	3	2	2	C	20
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	2	3	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	3	C	
11. Select tools and equipment.	H.S. (Beg.)	2	1	2	2	2	1	2	C	5
	H.S. (Exp.)	3	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	3	2	1	2	2	1	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	2	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
12. Determine instructional media and aids.	H.S. (Beg.)	3	1	2	2	2	1	2	C	10
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	3	2	2	1	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	3	C	
13. Organize the sequence of learning tasks.	H.S. (Beg.)	3	2	2	2	3	3	3	C	4
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	2	2	3	3	2	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
14. Determine instructional units.	H.S. (Beg.)	3	2	1	2	3	1	2	C	1
	H.S. (Exp.)	3	3	3	3	3	2	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	3	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	3	C	
15. Construct a lesson plan.	H.S. (Beg.)	3	3	2	2	3	2	3	C	0
	H.S. (Exp.)	3	3	3	3	3	2	3	C	
	P.H.S. (Beg.)	3	3	2	3	2	3	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
16. Plan the introduction of a lesson.	H.S. (Beg.)	3	3	3	2	3	3	2	C	2
	H.S. (Exp.)	3	3	3	2	2	2	3	C	
	P.H.S. (Beg.)	3	3	3	2	2	3	2	C	
	P.H.S. (Exp.)	3	3	3	2	3	2	3	C	
17. Develop instructional material (information sheets, transparencies, bulletin board materials).	H.S. (Beg.)	1	3	2	2	3	2	2	C	9
	H.S. (Exp.)	2	3	3	2	3	3	3	C	
	P.H.S. (Beg.)	2	3	1	2	2	1	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	3	3	C	
18. Identify out-of-school learning experiences.	H.S. (Beg.)	3	1	2	3	2	1	1	M	7
	H.S. (Exp.)	3	2	2	3	3	2	1	C	
	P.H.S. (Beg.)	1	1	1	2	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	1	C	
19. Determine need for and identify resource persons.	H.S. (Beg.)	3	1	1	2	1	1	1	M	9
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	3	1	1	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
20. Determine appropriate library resources.	H.S. (Beg.)	2	1	1	2	2	1	1	M	1
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	2	1	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	3	2	2	C	
21. Develop a system for recording and filing subject matter information.	H.S. (Beg.)	1	1	2	1	1	3	1	M	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	
22. Analyze skills (operations, procedures) relevant to course planning.	H.S. (Beg.)	1	1	1	2	1	1	3	M	0
	H.S. (Exp.)	2	3	2	3	2	3	3	C	
	P.H.S. (Beg.)	3	2	1	2	1	1	2	M	
	P.H.S. (Exp.)	3	3	2	3	2	2	3	C	
EXECUTION OF INSTRUCTION										
23. Introduce a lesson.	H.S. (Beg.)	3	3	3	2	2	3	3	C	12
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	2	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
24. Direct a group discussion.	H.S. (Beg.)	3	2	3	1	3	1	3	C	16
	H.S. (Exp.)	3	2	3	2	3	2	3	C	
	P.H.S. (Beg.)	3	2	3	1	3	1	1	M	
	P.H.S. (Exp.)	3	3	3	2	3	2	2	C	
25. Conduct a field trip.	H.S. (Beg.)	3	2	2	1	1	1	1	M	11
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	3	2	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	1	C	
26. Direct a student manipulative skill demonstration.	H.S. (Beg.)	3	3	2	1	1	1	1	M	5
	H.S. (Exp.)	3	3	3	2	3	3	2	C	
	P.H.S. (Beg.)	2	2	3	1	1	3	1	M	
	P.H.S. (Exp.)	3	3	3	2	2	3	2	C	
27. Direct role playing.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	7
	H.S. (Exp.)	2	2	2	2	2	1	1	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	1	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
28. Demonstrate a manipulative skill.	H.S. (Beg.)	3	2	2	2	2	2	3	C	42
	H.S. (Exp.)	3	3	3	2	3	2	3	C	
	P.H.S. (Beg.)	3	3	2	2	2	2	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
29. Present a concept or principle through a demonstration.	H.S. (Beg.)	3	3	2	2	3	3	3	C	27
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	3	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
30. Give a lecture.	H.S. (Beg.)	1	2	2	1	1	1	1	M	5
	H.S. (Exp.)	2	3	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	3	2	1	1	1	1	M	
	P.H.S. (Exp.)	2	3	3	2	2	3	2	C	
31. Give an illustrated talk.	H.S. (Beg.)	1	2	2	1	1	1	1	M	3
	H.S. (Exp.)	2	3	3	2	2	3	2	C	
	P.H.S. (Beg.)	2	3	3	2	2	2	1	C	
	P.H.S. (Exp.)	3	3	3	2	3	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
32. Moderate a panel discussion.	H.S. (Beg.)	2	1	2	1	1	1	1	M	2
	H.S. (Exp.)	3	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	2	1	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	
33. Present a lesson by the developmental method.	H.S. (Beg.)	2	3	1	1	2	1	1	M	2
	H.S. (Exp.)	3	3	2	2	3	2	3	C	
	P.H.S. (Beg.)	2	3	1	1	3	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	3	2	3	C	
34. Employ the technique of oral questioning.	H.S. (Beg.)	2	3	3	2	2	1	1	C	6
	H.S. (Exp.)	3	3	2	2	3	2	3	C	
	P.H.S. (Beg.)	2	3	3	2	3	1	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	2	C	
35. Recognize, interpret and utilize student actions and behavior (cues).	H.S. (Beg.)	3	3	3	2	3	2	2	C	31
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	1	2	3	3	3	1	1	M	
	P.H.S. (Exp.)	3	3	3	3	3	2	2	C	

Performance Elements	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
36. Reinforce learning.	H.S. (Beg.)	2	2	2	2	2	3	2	C	23
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	3	2	2	2	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
37. Present study techniques.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	3	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	2	2	2	2	2	C	
38. Develop standards for student attainment.	H.S. (Beg.)	3	3	3	1	1	1	1	M	17
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	3	3	3	3	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	3	C	
39. Obtain closure for a lesson.	H.S. (Beg.)	1	3	3	3	2	1	1	M	2
	H.S. (Exp.)	2	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	2	3	2	3	1	1	1	M	
	P.H.S. (Exp.)	3	3	3	3	2	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
40. Give an assignment for outside work.	H.S. (Beg.)	1	3	1	1	1	1	1	U	16
	H.S. (Exp.)	2	3	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	3	1	1	1	1	M	
	P.H.S. (Exp.)	2	3	3	2	2	2	2	C	
41. Present information with the assistance of a resource person.	H.S. (Beg.)	2	1	1	1	1	1	1	U	14
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	2	1	1	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	2	2	2	2	2	C	
42. Reproduce instructional material with a spirit duplicator.	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	2	1	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	2	1	C	
43. Reproduce instructional material with a mimeograph machine.	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	2	1	2	1	2	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	1	2	1	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
44. Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox).	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	2	2	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	3	1	C	
45. Set up display materials for instructional purposes.	H.S. (Beg.)	2	2	2	2	2	1	1	C	6
	H.S. (Exp.)	3	3	3	2	3	3	2	C	
	P.H.S. (Beg.)	2	1	1	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	2	2	2	2	2	C	
46. Present a lesson with overhead projector and/or opaque projector.	H.S. (Beg.)	3	2	3	2	2	3	1	C	8
	H.S. (Exp.)	3	2	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	2	3	2	2	3	1	C	
	P.H.S. (Exp.)	3	2	3	3	3	3	2	C	
47. Present an illustrated talk with 35mm film strip or slides.	H.S. (Beg.)	3	1	3	1	1	1	1	M	6
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	3	2	3	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
48. Present a lesson with silent or sound motion picture film.	H.S. (Beg.)	2	1	2	2	1	1	1	M	6
	H.S. (Exp.)	3	2	3	3	2	2	2	C	
	P.H.S. (Beg.)	2	2	2	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	2	2	2	C	
49. Present a lesson with 8mm single concept film (individualized instruction).	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	
50. Present a lesson with videotape recordings.	H.S. (Beg.)	1	1	2	1	1	1	1	U	1
	H.S. (Exp.)	2	2	3	2	2	1	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	2	C	
51. Present a lesson with audio tape, disc recording or radio receiver as resource.	H.S. (Beg.)	1	1	2	1	1	1	1	U	5
	H.S. (Exp.)	2	2	3	2	2	1	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
52. Direct programmed instruction (teaching machine or text).	H.S. (Beg.)	1	1	2	1	1	1	1	U	2
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	
53. Present a lesson with closed circuit TV.	H.S. (Beg.)	1	1	2	1	1	1	1	U	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	2	2	2	2	2	C	
54. Present a lesson with the aid of a flannel board and/or flip chart.	H.S. (Beg.)	2	2	2	1	1	1	1	M	4
	H.S. (Exp.)	3	2	3	2	2	1	2	C	
	P.H.S. (Beg.)	3	2	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	1	2	C	
55. Present a lesson with the aid of a chalk board.	H.S. (Beg.)	3	3	2	2	1	3	2	C	11
	H.S. (Exp.)	3	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	3	3	3	2	1	3	1	C	
	P.H.S. (Exp.)	3	3	3	2	2	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
56. Present a lesson using a prepared skit (standardized, teacher or pupil written).	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	2	2	2	1	2	1	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	1	2	1	1	M	
57. Direct student laboratory experiences.	H.S. (Beg.)	3	2	2	3	3	3	2	C	27
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	3	2	3	3	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
58. Conduct visits to the student's home for instructional purposes.	H.S. (Beg.)	3	1	2	1	2	1	1	M	3
	H.S. (Exp.)	3	1	2	1	3	2	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	1	2	1	1	M	
*59. Engage one's self in role playing.	H.S. (Beg.)									3
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

*Denotes elements obtained from critical incident.

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*60. Present information using authentic models, materials and equipment.	H.S. (Beg.)									9
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*61. Present information through team teaching.	H.S. (Beg.)									0
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*62. Present information with exhibits or displays.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*63. Present information using analogies.	H.S. (Beg.)									3
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*64. Provide individualized instruction for students.	H.S. (Beg.)								____	27
	H.S. (Exp.)								____	
	P.H.S. (Beg.)								____	
	P.H.S. (Exp.)								____	
*65. Draw upon student experience in presenting instruction.	H.S. (Beg.)								____	1
	H.S. (Exp.)								____	
	P.H.S. (Beg.)								____	
	P.H.S. (Exp.)								____	
*66. Supervise student planning and presentation of instructional information.	H.S. (Beg.)								____	6
	H.S. (Exp.)								____	
	P.H.S. (Beg.)								____	
	P.H.S. (Exp.)								____	
*67. Orient students to the instructional phase of the course or program.	H.S. (Beg.)								____	1
	H.S. (Exp.)								____	
	P.H.S. (Beg.)								____	
	P.H.S. (Exp.)								____	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*68. Present information by the use of the problem-solving method.	H.S. (Beg.)									2
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*69. Present information by the use of simulated experiences.	H.S. (Beg.)									5
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*70. Present information by the use of the project method.	H.S. (Beg.)									3
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*71. Present information by the use of the case study method.	H.S. (Beg.)									2
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*72. Utilize unplanned classroom or shop incident as a basis for presenting related information.	H.S. (Beg.)									5
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
EVALUATION OF INSTRUCTION										
73. Evaluate text and reference materials to meet course objectives.	H.S. (Beg.)	1	1	2	2	2	2	1	M	1
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	2	2	3	3	1	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	
74. Establish the evaluative criteria for lessons, units or courses.	H.S. (Beg.)	3	2	2	3	3	3	3	C	4
	H.S. (Exp.)	3	3	3	3	3	2	3	C	
	P.H.S. (Beg.)	2	3	2	3	3	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
75. Select measures appropriate to the evaluative criteria.	H.S. (Beg.)	3	1	2	3	3	3	2	C	5
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	2	3	2	3	3	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
76. Formulate essay test questions.	H.S. (Beg.)	2	2	2	2	2	1	1	C	0
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	2	2	3	2	1	2	1	C	
	P.H.S. (Exp.)	3	2	3	2	2	3	2	C	
77. Formulate true-false test questions.	H.S. (Beg.)	3	2	2	2	2	1	1	C	0
	H.S. (Exp.)	3	2	3	2	3	3	2	C	
	P.H.S. (Beg.)	3	2	2	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	
78. Formulate completion test items.	H.S. (Beg.)	3	2	2	2	2	1	1	C	0
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	3	2	2	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	
79. Formulate matching test items.	H.S. (Beg.)	3	2	2	2	2	1	1	C	0
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	2	2	2	2	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
80. Devise laboratory performance tests.	H.S. (Beg.)	3	3	2	3	2	2	2	C	2
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	2	2	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	3	3	C	
81. Administer tests.	H.S. (Beg.)	1	3	2	2	1	2	2	C	2
	H.S. (Exp.)	2	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	1	3	2	2	1	1	2	M	
	P.H.S. (Exp.)	2	3	3	2	2	2	3	C	
82. Formulate a system of grading consistent with school policy.	H.S. (Beg.)	2	2	2	2	1	2	1	C	2
	H.S. (Exp.)	3	3	2	3	2	3	3	C	
	P.H.S. (Beg.)	2	3	2	2	1	2	1	C	
	P.H.S. (Exp.)	3	3	3	3	2	3	3	C	
83. Direct student self-evaluations.	H.S. (Beg.)	2	2	3	2	3	2	1	C	5
	H.S. (Exp.)	3	3	3	2	3	3	3	C	
	P.H.S. (Beg.)	3	2	2	2	3	1	1	C	
	P.H.S. (Exp.)	3	3	3	2	3	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
84. Evaluate student's progress in class, home and laboratory assignments.	H.S. (Beg.)	3	3	2	2	3	2	2	C	12
	H.S. (Exp.)	3	3	3	3	3	2	2	C	
	P.H.S. (Beg.)	2	2	1	2	1	1	2	M	
	P.H.S. (Exp.)	3	3	3	3	2	2	3	C	
85. Evaluate one's own techniques and methods of teaching.	H.S. (Beg.)	3	3	3	3	3	2	2	C	20
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	1	3	3	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
86. Devise case-study problems.	H.S. (Beg.)	2	1	3	2	1	1	1	M	1
	H.S. (Exp.)	3	2	2	2	2	2	1	C	
	P.H.S. (Beg.)	3	1	3	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	2	2	2	2	1	C	
87. Interpret evaluation data for students and for parents.	H.S. (Beg.)	2	2	1	3	1	2	1	M	3
	H.S. (Exp.)	3	3	2	3	2	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
88. Formulate multiple-choice questions.	H.S. (Beg.)	2	2	2	2	2	1	1	C	1
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	2	2	2	2	1	2	1	C	
	P.H.S. (Exp.)	2	2	3	2	2	3	2	C	
89. Establish criteria and methods for classroom or shop-laboratory performance.	H.S. (Beg.)	3	3	2	3	3	3	3	C	2
	H.S. (Exp.)	3	3	1	3	3	3	3	C	
	P.H.S. (Beg.)	3	3	2	3	3	2	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	3	3	C	
90. Determine if evaluative criteria exist.	H.S. (Beg.)	2	1	1	3	1	1	1	M	3
	H.S. (Exp.)	3	3	2	3	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	3	2	1	1	M	
	P.H.S. (Exp.)	2	3	2	3	3	2	2	C	
91. Evaluate available standardized tests.	H.S. (Beg.)	1	1	2	1	1	1	1	U	0
	H.S. (Exp.)	1	2	3	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
92. Establish criteria for student self-evaluation.	H.S. (Beg.)	2	2	2	2	3	3	1	C	1
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	2	1	1	3	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	3	2	2	C	
93. Evaluate student performance with standardized tests.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	1	2	2	2	2	2	3	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	2	2	C	
94. Evaluate classroom facilities and equipment.	H.S. (Beg.)	1	2	2	1	2	2	2	C	0
	H.S. (Exp.)	2	3	3	2	3	3	3	C	
	P.H.S. (Beg.)	1	3	1	2	2	1	1	M	
	P.H.S. (Exp.)	2	3	2	3	3	2	3	C	
*95. Base student performance standards on available equipment and supplies.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
GUIDANCE										
96. Assemble and display information on occupational area.	H.S. (Beg.)	1	1	2	1	1	1	1	U	0
	H.S. (Exp.)	2	2	3	2	2	3	2	C	
	P.H.S. (Beg.)	1	2	2	1	2	1	1	M	
	P.H.S. (Exp.)	2	3	3	2	3	2	2	C	
97. Present occupational information related to one's area.	H.S. (Beg.)	1	1	3	1	1	3	1	M	3
	H.S. (Exp.)	2	2	3	2	2	3	3	C	
	P.H.S. (Beg.)	1	2	2	1	3	1	1	M	
	P.H.S. (Exp.)	2	3	3	2	3	3	2	C	
98. Develop student selection criteria.	H.S. (Beg.)	1	1	2	1	1	1	1	U	4
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	2	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	2	C	
99. Cooperate with guidance counselors.	H.S. (Beg.)	3	2	2	2	1	2	2	C	8
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	1	2	1	1	2	1	2	M	
	P.H.S. (Exp.)	2	3	3	2	3	2	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
100. Arrange for and administer tests.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	2	1	C	
101. Compile student selection data.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	1
	H.S. (Exp.)	2	2	2	2	1	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	2	1	C	
102. Evaluate all data about the student for selection purposes.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	2	3	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	1	C	
103. Interview students and parents.	H.S. (Beg.)	2	1	1	1	1	1	1	U	6
	H.S. (Exp.)	3	2	2	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	3	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
104. Select and assign students for the program.	H.S. (Beg.)	1	1	2	1	1	1	1	U	6
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	2	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	1	C	
105. Conduct a counseling session.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	35
	H.S. (Exp.)	3	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	2	1	1	1	M	
	P.H.S. (Exp.)	2	2	2	2	3	2	2	C	
106. Interpret cumulative student records.	H.S. (Beg.)	2	1	1	2	2	1	1	M	0
	H.S. (Exp.)	3	2	3	3	3	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	
107. Develop and administer an instrument to determine individual's home background.	H.S. (Beg.)	1	1	1	1	2	1	1	U	1
	H.S. (Exp.)	2	1	2	2	3	2	1	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	1	1	1	2	2	1	M	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
108. Assist students to develop study habits.	H.S. (Beg.)	3	2	3	1	1	1	1	M	2
	H.S. (Exp.)	3	3	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	2	1	M	
	P.H.S. (Exp.)	2	3	2	2	2	3	2	C	
109. Assist students with personal and social problems.	H.S. (Beg.)	2	1	3	1	2	1	1	M	38
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	2	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	3	2	2	C	
110. Assist students with scholastic problems.	H.S. (Beg.)	1	1	1	1	1	3	1	U	19
	H.S. (Exp.)	2	2	3	2	2	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	3	1	U	
	P.H.S. (Exp.)	3	2	2	2	2	3	2	C	
111. Assist students with problems associated with furthering their education.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	14
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	3	2	2	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
112. Refer students to qualified personnel agencies for occupational and educational information.	H.S. (Beg.)	1	1	3	2	2	1	1	M	0
	H.S. (Exp.)	2	2	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	1	1	1	2	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	3	3	2	C	
113. Establish an "open door" counseling policy.	H.S. (Beg.)	3	2	2	3	2	1	1	C	4
	H.S. (Exp.)	3	2	3	3	3	2	2	C	
	P.H.S. (Beg.)	3	2	2	2	2	3	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	
114. Conduct visits to the student's home for counseling purposes.	H.S. (Beg.)	2	1	1	1	2	1	1	M	6
	H.S. (Exp.)	3	1	1	1	2	1	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	1	1	1	2	1	1	U	
115. Provide students with resource materials on occupational opportunities.	H.S. (Beg.)	1	2	3	1	1	1	1	M	0
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	2	1	3	1	1	M	
	P.H.S. (Exp.)	2	2	3	2	3	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
116. Determine individual employer needs for personnel.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	3	2	1	2	1	C	
	P.H.S. (Beg.)	1	1	1	2	2	1	1	M	
	P.H.S. (Exp.)	2	2	2	2	3	2	1	C	
117. Assist students in securing employment.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	9
	H.S. (Exp.)	3	2	3	2	1	3	2	C	
	P.H.S. (Beg.)	1	2	1	1	3	1	1	M	
	P.H.S. (Exp.)	2	3	3	2	3	2	2	C	
118. Write recommendations for students for permanent employment.	H.S. (Beg.)	2	1	2	1	1	1	1	M	0
	H.S. (Exp.)	3	3	3	2	2	2	3	C	
	P.H.S. (Beg.)	3	2	1	1	1	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	2	2	2	C	
119. Collect relevant student follow-up data for program evaluation.	H.S. (Beg.)	1	2	3	1	1	1	1	M	0
	H.S. (Exp.)	2	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	1	2	2	2	3	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	3	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
120. Summarize, report and disseminate information obtained from follow-up studies.	H.S. (Beg.)	1	1	3	1	2	1	1	M	0
	H.S. (Exp.)	1	2	3	2	3	2	1	C	
	P.H.S. (Beg.)	1	1	3	1	3	1	1	M	
	P.H.S. (Exp.)	2	2	3	2	3	2	2	C	
121. Update, revise, and improve curriculum based upon follow-up data.	H.S. (Beg.)	2	1	3	2	3	1	1	M	2
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	3	2	3	2	3	1	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
*122. Empathize with students concerning their problems.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*123. Maintain case study reports.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*124. Determine student's academic and work experience.	H.S. (Beg.)									0
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
MANAGEMENT										
125. Determine long and short range supply needs.	H.S. (Beg.)	2	1	1	1	3	1	1	M	0
	H.S. (Exp.)	3	2	2	2	3	2	2	C	
	P.H.S. (Beg.)	2	1	1	1	2	1	1	M	
	P.H.S. (Exp.)	3	2	2	2	3	3	2	C	
126. Determine long and short range equipment needs and amortization.	H.S. (Beg.)	1	1	1	1	3	1	1	U	1
	H.S. (Exp.)	2	2	2	2	3	3	2	C	
	P.H.S. (Beg.)	3	1	1	1	2	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	3	2	2	C	
127. Determine long and short range facility needs.	H.S. (Beg.)	1	1	1	1	3	1	1	U	1
	H.S. (Exp.)	2	2	2	2	3	3	2	C	
	P.H.S. (Beg.)	2	1	1	1	2	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	3	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
128. Consult the advisory committee in planning for facilities and equipment needs.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	2	1	1	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	2	2	2	3	2	C	
129. Involve the advisory committee in the evaluation of physical facilities, equipment and supplies.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	3	2	1	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	3	2	3	2	2	2	2	C	
130. Prepare requisitions for supplies, tools and equipment needs.	H.S. (Beg.)	1	2	1	1	1	2	2	M	2
	H.S. (Exp.)	2	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	2	1	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	2	2	2	3	2	C	
131. Arrange for storage of equipment and supplies.	H.S. (Beg.)	2	2	2	1	1	1	2	M	0
	H.S. (Exp.)	3	3	3	2	2	2	3	C	
	P.H.S. (Beg.)	2	1	1	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
132. Obtain needed school equipment and supplies as gifts or donations.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	3
	H.S. (Exp.)	1	1	2	2	2	1	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	1	1	M	
133. Maintain a running inventory of supplies and equipment.	H.S. (Beg.)	2	2	2	1	1	1	2	M	1
	H.S. (Exp.)	3	3	3	2	2	2	3	C	
	P.H.S. (Beg.)	2	2	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	2	2	3	C	
134. Develop a cooperative plan for adult education use of facilities and equipment.	H.S. (Beg.)	2	1	1	1	2	1	1	M	0
	H.S. (Exp.)	3	3	2	2	3	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	2	2	2	3	2	C	
135. Maintain equipment and tools.	H.S. (Beg.)	3	1	1	1	2	2	2	M	3
	H.S. (Exp.)	3	2	3	2	3	2	3	C	
	P.H.S. (Beg.)	2	2	1	1	2	2	1	M	
	P.H.S. (Exp.)	3	3	2	2	3	3	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
136. Develop and implement safety procedures.	H.S. (Beg.)	3	1	1	2	2	1	3	M	13
	H.S. (Exp.)	3	2	2	3	3	2	3	C	
	P.H.S. (Beg.)	3	2	1	2	2	1	2	C	
	P.H.S. (Exp.)	3	2	2	3	3	2	3	C	
137. Provide first aid supplies.	H.S. (Beg.)	2	1	1	1	2	1	1	M	0
	H.S. (Exp.)	3	2	1	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	2	U	
	P.H.S. (Exp.)	3	2	2	2	2	2	3	C	
138. Organize for cooperative buying.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	1	1	2	2	2	2	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	1	2	2	2	2	1	M	
139. Develop policy for use of facilities by other school personnel.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	2	3	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
140. Plan a budget for equipment and supplies (current and projected).	H.S. (Beg.)	1	1	1	1	3	1	1	U	
	H.S. (Exp.)	3	3	3	2	3	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	3	1	1	U	
	P.H.S. (Exp.)	3	2	2	3	3	3	2	C	
141. Plan a budget for resource materials (textbooks, library books).	H.S. (Beg.)	1	1	1	1	2	1	1	U	
	H.S. (Exp.)	3	3	3	2	3	3	2	C	
	P.H.S. (Beg.)	1	1	1	1	3	1	1	U	
	P.H.S. (Exp.)	2	2	3	3	3	3	2	C	
142. Develop procedures for handling cash receipts and a petty cash fund.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	H.S. (Exp.)	1	2	2	1	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	1	2	2	2	C	
143. Prepare and submit a travel budget.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	H.S. (Exp.)	2	2	2	2	2	1	1	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
144. Make financial arrangements for special banquets.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	1	2	2	1	1	1	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	1	2	1	1	M	
145. Plan financial arrangements for the adult program.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	1	1	1	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	1	2	2	C	
146. Determine and collect fees for consumable supplies.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	1	1	1	2	2	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	1	2	2	2	C	
147. Cooperate with the administration in planning a budget for one's vocational area.	H.S. (Beg.)	1	2	2	1	2	1	1	M	0
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	1	3	2	2	2	2	C	
	P.H.S. (Exp.)	3	2	3	3	2	3	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
148. Prepare and file all financial records.	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	
149. Record and file student data (progress, performance, grades).	H.S. (Beg.)	2	2	2	2	1	2	1	C	2
	H.S. (Exp.)	3	3	3	2	2	3	3	C	
	P.H.S. (Beg.)	1	2	2	2	1	2	1	M	
	P.H.S. (Exp.)	2	3	3	3	2	3	2	C	
150. Record and file attendance reports on students.	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	3	3	2	2	2	3	C	
	P.H.S. (Beg.)	1	2	2	2	1	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	2	2	2	C	
151. Prepare and submit state reports.	H.S. (Beg.)	1	1	3	1	1	1	1	U	1
	H.S. (Exp.)	3	2	3	3	2	2	2	C	
	P.H.S. (Beg.)	2	1	3	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	2	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
152. Develop and maintain placement records.	H.S. (Beg.)	1	1	2	1	1	1	1	U	0
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	3	1	2	2	1	M	
	P.H.S. (Exp.)	1	2	3	2	3	3	2	C	
153. Develop and maintain follow-up records.	H.S. (Beg.)	1	1	3	1	1	1	1	U	0
	H.S. (Exp.)	2	3	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	2	2	1	M	
	P.H.S. (Exp.)	2	2	3	2	3	3	2	C	
154. Develop and maintain occupational opportunity files.	H.S. (Beg.)	1	1	2	1	1	1	1	U	2
	H.S. (Exp.)	2	2	3	2	2	3	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	3	2	2	C	
155. Prepare and file reports for referral purposes (recommendations).	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	2	3	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	2	1	1	U	
	P.H.S. (Exp.)	2	2	3	3	3	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
156. Write up and submit program evaluation reports.	H.S. (Beg.)	1	2	1	1	1	1	1	U	0
	H.S. (Exp.)	3	3	3	3	3	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	3	2	3	3	3	2	2	C	
157. Establish acceptable standards of behavior.	H.S. (Beg.)	3	2	3	3	2	3	1	C	37
	H.S. (Exp.)	3	2	3	3	3	3	2	C	
	P.H.S. (Beg.)	2	1	2	2	3	2	2	C	
	P.H.S. (Exp.)	2	2	3	3	3	3	2	C	
158. Group students according to individual differences.	H.S. (Beg.)	2	2	1	1	3	1	1	M	4
	H.S. (Exp.)	3	3	2	2	3	2	2	C	
	P.H.S. (Beg.)	1	2	1	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	3	2	2	2	2	C	
159. Maximize the use of students' time and of equipment (scheduling).	H.S. (Beg.)	3	2	2	2	2	2	2	C	13
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	3	2	1	3	2	1	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	3	3	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
160. Arrange the mechanical details of the classroom and laboratory (materials and equipment).	H.S. (Beg.)	1	2	1	1	2	2	2	M	3
	H.S. (Exp.)	2	3	3	2	3	3	3	C	
	P.H.S. (Beg.)	3	2	1	2	1	1	3	M	
	P.H.S. (Exp.)	3	3	2	3	2	2	3	C	
161. Control physical surroundings (light, ventilation, heat).	H.S. (Beg.)	2	2	1	2	1	1	2	M	1
	H.S. (Exp.)	2	3	2	2	2	2	2	C	
	P.H.S. (Beg.)	2	2	2	2	1	1	2	C	
	P.H.S. (Exp.)	2	3	2	2	2	2	3	C	
162. Establish detailed rules and regulations for laboratory participation.	H.S. (Beg.)	3	1	1	2	1	1	2	M	9
	H.S. (Exp.)	3	2	3	2	2	2	3	C	
	P.H.S. (Beg.)	2	2	2	2	1	1	2	C	
	P.H.S. (Exp.)	3	3	2	2	2	2	3	C	
163. Establish "check out" procedures for tools, supplies, and equipment.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	3
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	2	1	1	1	1	1	3	M	
	P.H.S. (Exp.)	3	2	1	2	2	2	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
164. Develop and administer a system for cleaning and maintaining the laboratory.	H.S. (Beg.)	3	1	2	1	1	1	2	M	3
	H.S. (Exp.)	3	2	3	2	2	2	3	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	3	U	
	P.H.S. (Exp.)	2	2	2	2	2	2	3	C	
165. Schedule student's work station and his storage space in the laboratory or shop.	H.S. (Beg.)	2	1	1	1	1	1	1	U	1
	H.S. (Exp.)	3	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	2	2	1	1	1	1	1	M	
	P.H.S. (Exp.)	3	3	2	2	2	2	2	C	
*166. Provide approved disciplinary action when necessary.	H.S. (Beg.)									18
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*167. Inform students of the rules and regulations of the program.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
*168. Prepare and submit proposals.	H.S. (Beg.)									2
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
PUBLIC AND HUMAN RELATIONS										
169. Interpret and promote vocational education within the school.	H.S. (Beg.)	1	2	3	2	2	2	2	C	4
	H.S. (Exp.)	3	2	3	3	3	3	3	C	
	P.H.S. (Beg.)	1	1	3	2	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	2	C	
170. Develop good professional working relationships with the other teachers and the administration.	H.S. (Beg.)	3	3	3	3	2	3	3	C	25
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	3	3	3	2	2	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
171. Assist in planning and developing the overall educational objectives and goals of the total school program.	H.S. (Beg.)	1	2	2	3	1	3	2	C	1
	H.S. (Exp.)	3	3	3	3	2	3	3	C	
	P.H.S. (Beg.)	1	1	3	3	1	2	1	M	
	P.H.S. (Exp.)	2	3	3	3	2	3	3	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
172. Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse).	H.S. (Beg.)	3	1	2	2	2	1	2	C	4
	H.S. (Exp.)	3	2	3	3	3	2	3	C	
	P.H.S. (Beg.)	3	2	1	2	2	3	2	C	
	P.H.S. (Exp.)	3	3	2	3	3	2	3	C	
173. Maintain liaison with community members and professional, service, fraternal, social, and religious organizations.	H.S. (Beg.)	1	1	2	3	2	1	1	M	10
	H.S. (Exp.)	2	2	3	3	3	2	2	C	
	P.H.S. (Beg.)	1	1	3	3	1	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	2	2	2	C	
174. Maintain liaison with employment agencies.	H.S. (Beg.)	1	1	2	2	1	1	1	M	2
	H.S. (Exp.)	2	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	2	1	2	2	2	2	1	C	
	P.H.S. (Exp.)	3	2	3	3	2	3	2	C	
175. Inform the community of new developments and trends in vocational education.	H.S. (Beg.)	1	1	3	2	1	1	1	M	2
	H.S. (Exp.)	2	2	3	3	3	3	3	C	
	P.H.S. (Beg.)	1	1	3	1	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	2	3	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
176. Prepare and present radio and TV programs promoting vocational education.	H.S. (Beg.)	1	1	2	1	1	1	1	U	1
	H.S. (Exp.)	2	2	3	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
177. Prepare and disseminate brochures and other descriptive materials in the community.	H.S. (Beg.)	1	1	3	1	1	1	1	U	2
	H.S. (Exp.)	1	2	3	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
178. Cooperate with community organizations in projects related to vocational education.	H.S. (Beg.)	1	2	1	1	1	2	1	M	1
	H.S. (Exp.)	2	3	3	2	3	3	3	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	3	2	C	
179. Serve as a resource person to community agencies and organizations.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	1
	H.S. (Exp.)	3	3	3	3	2	3	3	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	3	2	2	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
180. Maintain and develop liaison with craft unions, councils, committees, businesses and professional associations.	H.S. (Beg.)	1	1	2	3	1	3	2	M	2
	H.S. (Exp.)	2	2	3	3	1	3	3	C	
	P.H.S. (Beg.)	2	1	2	2	1	2	2	C	
	P.H.S. (Exp.)	3	2	3	3	2	3	3	C	
*181. Develop good public relations with parents.	H.S. (Beg.)									3
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*182. Develop good public relations with other schools.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*183. Promote and interpret school policy.	H.S. (Beg.)									3
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*184. Establish and maintain rapport with students.	H.S. (Beg.)								____	53
	H.S. (Exp.)								____	
	P.H.S. (Beg.)								____	
	P.H.S. (Exp.)								____	
GENERAL SCHOOL ACTIVITIES										
185. Participate in non-instructional school duties (ticket collecting, chaperoning, P.T.A.).	H.S. (Beg.)	1	1	1	1	1	1	2	U	0
	H.S. (Exp.)	2	2	1	2	1	2	3	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	1	1	1	1	1	1	NI	
186. Serve as a member or chairman of a committee.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	2	2	2	C	
187. Sponsor non-vocational clubs, societies and special interest groups.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	3
	H.S. (Exp.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	1	1	1	1	1	1	NI	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
188. Supervise homeroom, study hall, and/or lunchroom.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	1	2	1	1	2	1	2	M	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	1	1	1	1	1	1	NI	
189. Collect money for various drives and sell tickets for school events.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	1	2	1	1	1	1	1	U	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	1	1	1	1	1	1	NI	
190. Orient and assist beginning teachers.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	5
	H.S. (Exp.)	2	3	3	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	3	3	3	3	2	2	C	
191. Supervise student teachers and cooperate with area colleges in providing opportunities for observation and demonstration.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	2
	H.S. (Exp.)	2	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	3	3	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
PROFESSIONAL ROLE										
192. Participate in professional organization activities.	H.S. (Beg.)	3	2	3	3	3	1	2	C	1
	H.S. (Exp.)	3	3	2	3	3	2	2	C	
	P.H.S. (Beg.)	3	2	3	3	2	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	
193. Contribute to the professional literature.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	3	2	2	2	2	3	2	C	
194. Serve as member and/or officer of a professional organization.	H.S. (Beg.)	1	1	2	1	1	1	1	U	2
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	3	2	3	3	2	3	2	C	
195. Participate in research studies.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	3	2	2	2	C	
	P.H.S. (Beg.)	2	1	2	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	2	3	2	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
196. Participate in and/or plan inservice education programs.	H.S. (Beg.)	2	1	1	2	2	1	3	M	0
	H.S. (Exp.)	3	3	3	3	3	2	3	C	
	P.H.S. (Beg.)	1	1	2	2	1	1	2	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	3	C	
197. Keep abreast of current and new professional and technical information.	H.S. (Beg.)	3	3	2	2	2	3	1	C	0
	H.S. (Exp.)	3	3	3	3	3	2	2	C	
	P.H.S. (Beg.)	2	3	2	2	2	2	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
198. Maintain expertise in one's occupational specialty.	H.S. (Beg.)	2	2	2	3	3	3	3	C	14
	H.S. (Exp.)	3	3	3	3	3	3	3	C	
	P.H.S. (Beg.)	2	2	2	3	3	2	3	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	
199. Engage in a planned personal program of continuing education.	H.S. (Beg.)	3	2	2	3	2	3	3	C	1
	H.S. (Exp.)	3	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	1	2	1	3	2	3	2	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	3	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
200. Keep credentials up-to-date.	H.S. (Beg.)	1	1	2	1	1	1	1	U	1
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	3	3	2	2	2	C	
201. Secure and leave a professional position.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	2	3	2	2	2	C	
*202. Exhibit behavior appropriate to his professional role.	H.S. (Beg.)									30
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
*203. Subscribe to and exhibit an understanding of the philosophy of vocational-technical education.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
STUDENT VOCATIONAL ORGANIZATION										
204. Secure approval from the school administration and/or state department for establishing a student vocational organization.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
205. Promote interest in a student vocational organization.	H.S. (Beg.)	2	1	2	1	1	1	1	M	1
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	2	C	
206. Organize school and community support for a student vocational organization.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	
207. Plan an organizational meeting for establishing a student vocational organization.	H.S. (Beg.)	2	1	1	1	1	1	1	U	1
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
208. Assist in the election and installation of officers and organization members.	H.S. (Beg.)	2	1	1	1	1	1	1	U	0
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
209. Assist in the development of a constitution and bylaws for student vocational organization members.	H.S. (Beg.)	2	1	1	1	1	1	1	U	0
	H.S. (Exp.)	3	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
210. Affiliate with state and national organization.	H.S. (Beg.)	1	1	1	1	2	1	1	U	0
	H.S. (Exp.)	2	2	2	2	3	2	1	C	
	P.H.S. (Beg.)	1	2	2	1	1	1	1	M	
	P.H.S. (Exp.)	2	2	3	2	1	2	1	C	
211. Develop a yearly program of work for the student vocational organization.	H.S. (Beg.)	2	1	1	1	2	1	1	M	0
	H.S. (Exp.)	3	2	2	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
212. Sponsor and supervise student vocational organization activities.	H.S. (Beg.)	2	1	2	1	2	1	1	M	10
	H.S. (Exp.)	3	2	3	2	3	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
213. Conduct leadership development seminars for student vocational organization members.	H.S. (Beg.)	1	1	3	1	1	1	1	U	0
	H.S. (Exp.)	2	2	3	2	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
214. Stimulate participation in state, regional and national student vocational organization leadership meetings and contests.	H.S. (Beg.)	1	1	2	1	1	1	1	U	3
	H.S. (Exp.)	2	2	3	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	
215. Advise state and national student vocational organization competition entries.	H.S. (Beg.)	1	1	2	1	1	1	1	U	3
	H.S. (Exp.)	2	2	3	2	2	2	1	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
216. Assist in planning and organizing fund raising activities for the student vocational organization.	H.S. (Beg.)	1	1	3	1	1	1	1	U	1
	H.S. (Exp.)	2	2	2	1	2	1	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	2	2	2	2	1	C	
217. Prepare or assist in the preparation of state and national reports for the student vocational organization.	H.S. (Beg.)	1	1	2	1	1	1	1	U	0
	H.S. (Exp.)	2	2	2	1	2	2	1	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	
218. Assist in the preparation and release of news about the student vocational organization for local, state and national audiences.	H.S. (Beg.)	1	1	3	1	1	1	1	U	0
	H.S. (Exp.)	2	2	3	1	2	2	2	C	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	
219. Assist students in advancing within the available degrees in the student vocational organization.	H.S. (Beg.)	2	2	1	1	1	1	1	M	0
	H.S. (Exp.)	3	2	2	1	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
220. Maintain the student vocational organization program as an integral part of instruction.	H.S. (Beg.)	3	2	2	2	3	1	1	C	2
	H.S. (Exp.)	3	2	3	1	3	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	2	2	2	1	C	
221. Utilize the assistance of the state advisory committee and chapter parents.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	1	2	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	2	2	2	1	C	
222. Evaluate the student vocational organization program.	H.S. (Beg.)	2	1	1	1	2	1	1	M	0
	H.S. (Exp.)	3	2	2	2	3	2	3	C	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	2	2	3	2	3	2	1	C	
*223. Establish policy and procedure for managing money, supplies, merchandise and equipment for the student vocational organization.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
COORDINATION										
224. Conduct or participate in a community survey.	H.S. (Beg.)	1	1	1	2	2	1	1	M	0
	H.S. (Exp.)	2	2	2	3	3	2	2	C	
	P.H.S. (Beg.)	1	1	2	3	2	2	1	M	
	P.H.S. (Exp.)	2	2	3	3	2	3	2	C	
225. Maintain a current file of jobs and employers.	H.S. (Beg.)	1	1	2	1	1	1	1	U	3
	H.S. (Exp.)	2	2	3	2	1	3	2	C	
	P.H.S. (Beg.)	1	2	2	1	1	1	1	M	
	P.H.S. (Exp.)	2	2	3	2	2	3	2	C	

226. Evaluate the facilities of prospective training stations.	H.S. (Beg.)	1	1	1	3	1	1	1	U	0
	H.S. (Exp.)	2	2	2	3	1	3	2	C	
	P.H.S. (Beg.)	1	1	1	3	2	1	1	M	
	P.H.S. (Exp.)	2	3	2	3	3	2	1	C	
227. Secure advisory committee recommendations for training stations.	H.S. (Beg.)	1	1	1	3	2	1	1	M	0
	H.S. (Exp.)	2	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	1	1	1	2	1	1	U	
	P.H.S. (Exp.)	2	2	2	2	3	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
228. Select training stations.	H.S. (Beg.)	1	1	2	3	1	1	1	M	1
	H.S. (Exp.)	3	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	2	2	2	3	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	2	1	C	
229. Conduct a training station development program.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	2	2	2	2	1	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	1	1	1	U	
	P.H.S. (Exp.)	2	2	3	2	2	2	1	C	
230. Participate in and/ or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	1
	H.S. (Exp.)	2	2	2	2	2	1	2	C	
	P.H.S. (Beg.)	1	1	1	3	1	1	1	U	
	P.H.S. (Exp.)	3	2	2	3	2	2	1	C	
231. Develop a cooperative training agreement between student-learner, school and cooperating employer.	H.S. (Beg.)	2	1	1	3	1	1	1	M	3
	H.S. (Exp.)	2	3	2	3	1	2	2	C	
	P.H.S. (Beg.)	2	1	1	3	2	1	1	M	
	P.H.S. (Exp.)	3	2	2	3	3	2	1	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
232. Designate on-the-job learning experiences.	H.S. (Beg.)	2	1	3	2	1	1	1	M	2
	H.S. (Exp.)	3	2	3	3	2	2	2	C	
	P.H.S. (Beg.)	1	2	2	3	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	2	C	
233. Develop a systematic training plan with a cooperating employer.	H.S. (Beg.)	2	1	1	3	1	1	1	M	2
	H.S. (Exp.)	2	3	3	3	1	2	2	C	
	P.H.S. (Beg.)	2	1	2	3	3	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	3	2	1	C	
234. Arrange school and work schedules with student-learners, faculty and cooperating employers.	H.S. (Beg.)	2	1	3	2	1	1	1	M	0
	H.S. (Exp.)	3	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	1	2	1	3	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	2	1	C	
235. Aid student-learner in obtaining work permits.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	0
	H.S. (Exp.)	1	3	3	2	1	2	1	M	
	P.H.S. (Beg.)	1	1	1	1	1	1	1	NI	
	P.H.S. (Exp.)	1	2	2	1	2	1	1	M	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
236. Become oriented to the training station.	H.S. (Beg.)	1	2	1	2	1	1	1	M	1
	H.S. (Exp.)	1	2	2	3	1	2	1	M	
	P.H.S. (Beg.)	1	2	1	3	1	1	1	M	
	P.H.S. (Exp.)	1	2	1	3	1	1	1	M	
237. Correlate related and technical instruction with student-learner's on-the-job training.	H.S. (Beg.)	2	2	2	2	1	2	2	C	1
	H.S. (Exp.)	3	3	3	3	1	3	2	C	
	P.H.S. (Beg.)	3	1	2	3	3	2	1	C	
	P.H.S. (Exp.)	3	2	3	3	3	3	1	C	
238. Assist student-learners in job orientation.	H.S. (Beg.)	1	2	3	2	3	2	1	C	1
	H.S. (Exp.)	2	3	3	3	3	3	2	C	
	P.H.S. (Beg.)	2	2	2	2	3	3	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	
239. Orient training station staff to objectives of the program.	H.S. (Beg.)	2	1	1	3	1	1	1	M	4
	H.S. (Exp.)	2	3	3	3	1	3	2	C	
	P.H.S. (Beg.)	1	1	2	3	2	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	2	1	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
240. Develop procedure to insure student-learner's safety and protection.	H.S. (Beg.)	3	2	1	2	1	1	2	M	0
	H.S. (Exp.)	3	2	2	3	1	3	2	C	
	P.H.S. (Beg.)	3	2	1	3	3	1	2	C	
	P.H.S. (Exp.)	3	2	3	3	3	2	3	C	
241. Develop policy on absenteeism, work schedules (hours), job transfer, and wages.	H.S. (Beg.)	1	2	1	3	1	1	1	M	6
	H.S. (Exp.)	2	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	1	2	3	2	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	3	1	C	
242. Develop procedures for job and program transfer.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	6
	H.S. (Exp.)	1	2	2	2	1	2	2	C	
	P.H.S. (Beg.)	1	1	1	2	1	1	1	U	
	P.H.S. (Exp.)	2	2	2	3	2	2	1	C	
243. Develop a plan of student-learner supervision.	H.S. (Beg.)	2	1	1	3	1	1	2	M	1
	H.S. (Exp.)	2	3	3	3	1	3	2	C	
	P.H.S. (Beg.)	2	2	1	3	3	1	1	M	
	P.H.S. (Exp.)	3	3	3	3	3	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
244. Conduct visitations to training stations.	H.S. (Beg.)	2	1	2	2	1	1	1	M	3
	H.S. (Exp.)	2	3	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	2	2	2	2	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	2	1	C	
245. Check student-learner progress with cooperating employer, on-the-job instructor and other personnel.	H.S. (Beg.)	2	1	2	3	1	1	1	M	6
	H.S. (Exp.)	2	3	3	3	1	3	2	C	
	P.H.S. (Beg.)	1	1	3	3	3	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	2	1	C	
246. Discuss on-the-job training progress reports with students.	H.S. (Beg.)	3	1	2	2	1	1	1	M	0
	H.S. (Exp.)	3	2	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	1	2	2	3	1	1	M	
	P.H.S. (Exp.)	2	2	3	3	3	3	1	C	
247. Obtain suggestions for improvement and expansion of in-school related instruction.	H.S. (Beg.)	2	1	1	1	1	1	2	M	0
	H.S. (Exp.)	2	2	3	2	1	2	2	C	
	P.H.S. (Beg.)	3	1	3	1	1	1	1	M	
	P.H.S. (Exp.)	3	2	3	2	2	2	1	C	

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
248. Involve cooperating employer in the evaluation of student-learner's performance.	H.S. (Beg.)	1	1	1	1	1	1	2	U	4
	H.S. (Exp.)	2	2	3	2	1	3	2	C	
	P.H.S. (Beg.)	2	1	2	2	2	1	1	M	
	P.H.S. (Exp.)	3	2	3	3	3	3	1	C	
249. Supervise individual student-learner's performance.	H.S. (Beg.)	1	1	1	1	1	1	1	NI	3
	H.S. (Exp.)	1	2	2	2	2	2	2	C	
	P.H.S. (Beg.)	1	2	1	3	3	2	1	M	
	P.H.S. (Exp.)	2	2	2	3	3	3	1	C	
250. Assist student-learners with job related problems.	H.S. (Beg.)	2	1	3	2	1	1	1	M	25
	H.S. (Exp.)	3	2	3	3	2	2	2	C	
	P.H.S. (Beg.)	2	2	3	2	3	2	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	3	2	C	
251. Develop and maintain student-learner progress reports.	H.S. (Beg.)	2	1	2	2	1	1	2	M	1
	H.S. (Exp.)	2	3	3	3	2	2	2	C	
	P.H.S. (Beg.)	2	2	3	3	2	3	1	C	
	P.H.S. (Exp.)	3	3	3	3	3	2	2	C	

Performance Element	Type of Teacher	Ag	B	DE	HO	HE	T	TI	Element Classification	Critical Incident Support
252. Sponsor employer-employee banquet.	H.S. (Beg.)	1	1	3	1	1	1	1	U	1
	H.S. (Exp.)	1	2	3	2	1	1	1	M	
	P.H.S. (Beg.)	1	1	3	1	1	1	1	U	
	P.H.S. (Exp.)	1	2	3	1	1	1	1	M	
253. Obtain follow-up information from graduates and former student-learners.	H.S. (Beg.)	1	1	3	1	2	1	1	M	0
	H.S. (Exp.)	2	3	3	2	2	3	2	C	
	P.H.S. (Beg.)	1	2	3	2	2	2	2	C	
	P.H.S. (Exp.)	2	2	3	2	3	3	2	C	
254. Develop, administer and interpret evaluation forms for on-the-job training.	H.S. (Beg.)	1	1	1	2	1	1	1	U	1
	H.S. (Exp.)	2	3	3	3	1	2	2	C	
	P.H.S. (Beg.)	1	1	3	3	2	1	1	M	
	P.H.S. (Exp.)	2	3	3	3	3	2	1	C	
*255. Develop and maintain a good working relationship with training station personnel.	H.S. (Beg.)									2
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

Performance Element	Type of Teacher	Service Area Ratings							Element Classification	Critical Incident Support
		Ag	B	DE	HO	HE	T	TI		
*256. Involve students in evaluating cooperative work experience.	H.S. (Beg.)									1
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
	H.S. (Beg.)									
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
	H.S. (Beg.)									
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									
	H.S. (Beg.)									
	H.S. (Exp.)									
	P.H.S. (Beg.)									
	P.H.S. (Exp.)									

ELEMENTS REMOVED FROM ORIGINAL LIST

257. Make clinical assignments.

258. Plan with agency staff for operational efficiency of patient service.

259. Check and obtain equipment for student needs in the clinical area.

260. Orient students to clinical area.

261. Counsel with student and parents during home visitations.

262. Assist students with placement upon graduation.

263. Cooperate with the state advisory committee and chapter parents.

264. Coordinate student vocational organization activities with instructional activities.

265. Plan for clinical experience with agency staff.

266. Interpret the student's role to patients.

267. Plan and conduct clinical conferences.

APPENDIX C
ROSTER OF TASK FORCE MEMBERS

Agriculture Education

Teacher Educator

Dr. William Drake
Associate Professor
Department of Education
College of Agriculture
Cornell University
Ithaca, New York 14850

State Supervisor

Mr. Paul J. Foster, Director
Vocational Agriculture
Room 207, State Service Building
State Board for Vocational Education
1525 Sherman Street
Denver, Colorado 80203

Master Teacher

Mr. Millard Gundlach
Instructor in Agriculture
Area VTAE, District #3
Montfort, Wisconsin 53569

Business Education

Teacher Educator

Dr. Leonard J. West
Associate Professor of Educational Research
Division of Teacher Education (Office of Research and Evaluation)
City University of New York
33 West 42nd Street
New York, New York 10036

State Supervisor

Dr. Russell J. Mercer
State Supervisor
Business and Office Education
State Department of Education
State Office Building
Atlanta, Georgia 30334

Master Teacher

Mr. Richard G. Shaffer, Chairman
Business Education Department
Pacific High School
San Leandro, California 94577

Distributive Education

Teacher Educator

Dr. Kenneth Ertel
College of Education
University of Idaho
Moscow, Idaho 83843

State Supervisor

Mr. K. Otto Logan
Director of Distributive Education
P.O. Box 248
Olympia, Washington 98501

Master Teacher

Mr. Robert J. Wray
South Side High School
3601 S. Calhoun Street
Fort Wayne, Indiana 46807

Health Occupations Education

Teacher Educator

Dr. Lewis D. Holloway
Teacher Educator
Program in Health Occupations Education
University of Iowa
135 Melrose
Iowa City, Iowa 52240

State Supervisor

Mrs. Clara Brentlinger
State Supervisor
Health Occupations Division
Oklahoma State Department of Vocational-Technical Education
108 N.E. 48th Street
Oklahoma City, Oklahoma 73105

Master Teacher

Mrs. Nadia Andrushko
Coordinator of Health Occupations
George Washington Area Vocational High School
3301 West Franklin Boulevard
Chicago, Illinois 60624

Home Economics Education

Teacher Educator

Miss Nancy Bagott
Assistant Professor
Home Economics Education Department-Teacher Educator
School of Home Economics
University of Arizona
Tucson, Arizona 85721

State Supervisor

Miss Janet M. Wilson
Administrative Director
Home Economics Education
Division of Vocational Education
10th Floor, State Capitol Building
Lincoln, Nebraska 68509

Master Teacher

Mrs. Marcia R. True
Teacher-Home Economics
Westbrook High School
Westbrook, Maine 04092

Technical Education

Teacher Educator

Dr. E. L. Kurth
Associate Professor of Education-Head Technical Adult Education
College of Education
University of Florida
Gainesville, Florida 32601

State Supervisor

Mr. C. W. Cawlfield
Supervisor of Technical Education
State Department of Education
Box 480
Jefferson Building Vocational-Industrial Section
Jefferson City, Missouri 65102

Master Teacher

Mr. Bill Laman
Consultant-Supervisors
Technical Education
Oklahoma City Public Schools
900 North Klain
Oklahoma City, Oklahoma 73100

Trade and Industrial Education

Teacher Educator

Dr. Max Eddy, Professor and
Chairman
Department of Industrial
Education
School of Technology
Purdue University
Lafayette, Indiana 47907

State Supervisor

Mr. Walter A. Bialobrzeski
Chief, Bureau of Vocational-
Technical Schools
Connecticut State Department
of Education
Hartford, Connecticut 06115

Master Teacher

Mr. James Blyth
Machine Trades Instructor
Zanesville High School
1701 Blue Avenue
Zanesville, Ohio 43701

APPENDIX D

SAMPLE PAGE OF DATA COLLECTION INSTRUMENT

Name _____
Group _____
Area _____

COMMON AND UNIQUE ELEMENTS OF

VOCATIONAL-TECHNICAL TEACHER EDUCATION

Performance Elements	Rating Scale 1. Not Important 2. Important 3. Very Important
I. Instruction	
A. Planning	
1. Organize advisory committee.	( )
2. Consult advisory committee for program planning information.	( )
3. Make an occupational analysis.	( )
4. Make a task or activity analysis.	( )
5. Determine student needs and goals.	( )
6. Formulate objectives.	( )
7. Select and develop instructional content for a course.	( )
8. Select and develop instructional content for a lesson.	( )
9. Determine in-school learning experiences (classroom and/or lab).	( )
10. Designate on-the-job learning experiences.	( )
11. Select teaching techniques and methods.	( )
12. Select tools and equipment.	( )
13. Determine instructional media and aids.	( )
14. Organize the sequence of learning tasks.	( )
15. Determine instructional units (combination of related lessons).	( )

APPENDIX E

SAMPLE PERFORMANCE-ORIENTED GENERAL OBJECTIVE

GENERAL OBJECTIVE #28

The teacher will demonstrate a manipulative skill.

Conditions:

1. Preservice or inservice programs
2. Any teacher education institution or program
3. Methods class, micro-teaching clinic, student teaching, internship or other specific teacher education activity
4. Various levels of performance

Criteria:

1. All equipment, tools and materials were ready for use.
2. The demonstration was directed to the students and student cues were utilized to make the demonstration effective.
3. Each step of the demonstration was performed in proper sequence.
4. Each step to be performed was identified and its importance explained.
5. Instructions were presented in a clear, audible manner.
6. The demonstration was easily viewed by the students.
7. Audio-visual aids were used to clarify any step that could not be clearly observed.
8. Only the method commonly used in the field for performing the task was demonstrated.
9. Critical operational and safety points were listed for the students.
10. The demonstration was performed under actual or simulated working conditions.
11. Procedural steps of the operation were summarized.

APPENDIX F

CRITICAL INCIDENT SURVEY PACKET MATERIALS

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

May 6, 1968

Dear Vocational Educator:

Have you ever wondered if anything could be done to improve the content of professional education courses in our nation's vocational and technical teacher education programs? Perhaps you have had questions such as: Is all of the duplication of subject matter necessary in courses within a given service area's teacher education program and/or all vocational teacher education programs on a campus? Are there obvious omissions or needless topics covered in the teacher education programs? Is the content of present programs of vocational and technical teacher education organized in a way to expedite the preparation of teachers?

Through a study of common and unique elements of vocational and technical teacher education we are designing model curricula for the effective and efficient preparation of vocational teachers. Your assistance is needed and you may contribute to the project by reporting two (2) critical incidents you have observed or experienced. Please refer to the attached forms for details. Our pilot study has determined that it will require less than an hour of your time to recall two incidents and describe them. The improvement of vocational teacher education is dependent upon you. Your professional contribution through reporting critical incidents is vital to our effort.

The curricular information which we will obtain from the analysis and interpretation of your reports will be used to identify essential and priority curricular elements for the effective preparation and in-service training of vocational teachers.

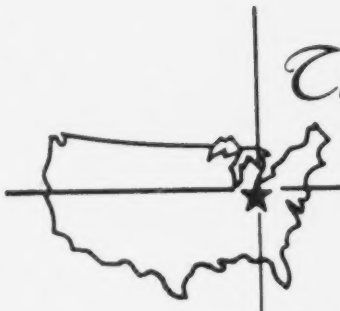
Please take the time to complete the enclosed forms and return them to us in the pre-addressed postage paid envelope which we have supplied. Thank you in advance for all of the assistance you may provide this study which is designed to improve vocational teacher education.

Sincerely yours,

C. J. Cotrell
A. J. Miller
Co-investigators

Enclosure

130/131



The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN

Vocational and Technical Education

Letters to Chief Administrators of
School Districts and Post-Secondary
Institutions

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

May 6, 1968

Dear Superintendent:

In your personnel recruitment efforts you have no doubt been concerned with the quality and adequacy of the supply of vocational and technical teachers. If you wish to do something about this problem, you will want to assist us with the study of common and unique elements of vocational and technical teacher education. This project is designed to develop model curricula for the effective and efficient preparation and in-service training of vocational teachers.

The project is concerned with the identification of vital curricular elements and curricular change which will expedite the initial and in-service training of teachers. The model curricula which we are planning will help to eliminate the duplication of courses and the non-essentials which have been reducing the efficiency of many of the existing programs.

One phase of this study involves the collection of critical incident data which will help us to identify essential curricula needs. Your cooperation is needed in the distribution of instructions and critical incident report forms to your vocational and technical teachers.

The information obtained from your institution will remain anonymous; however, the data requested are very important. Samples of the data collection instrument and instructions are attached. Please distribute the enclosed packets to one teacher for each vocational service area represented in your institution. Also, please return the enclosed card and indicate whether or not your institution will be participating.

Thank you in advance for the consideration and cooperation you may provide this nationwide study designed to improve vocational teacher education.

Sincerely yours,

C. J. Cotrell
A. J. Miller
Co-investigators

Enclosures

Superintendent of Schools
or
President of the Institution

Instructions for Distribution of Materials to Teachers

Five envelopes have been enclosed which are to be delivered to five teachers you will select. Each envelope contains a letter to the teacher, a set of instructions and forms for completing the critical incident report and a postage paid, self-addressed envelope for the teacher's response.

Please select one teacher from as many as five of the vocational and technical services listed below which may be represented in your institution or school district. If you have programs in health occupations and technical education*, please select a teacher from each of these areas before you select the remainder of the five.

1. Agricultural Education
2. Business Education
3. Distributive Education
*4. Health Occupations Education
5. Home Economics Education
*6. Technical Education
7. Trade and Industrial Education

The selection of the other service areas will be at your discretion, but please select a total of five teachers representing five service areas and deliver the material to them. Anything that you can do to encourage their cooperation and participation will be greatly appreciated.

Thank you.

C. J. Cotrell

A. J. Miller

STUDY OF COMMON AND UNIQUE ELEMENTS OF VOCATIONAL AND TECHNICAL TEACHER EDUCATION

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

CRITICAL INCIDENT REPORT

Instructions

A critical incident report should describe what some teacher did in a specific situation at a specific time. The act should be something that the teacher did that seemed markedly effective or ineffective. You should keep in mind that the report must concern a vocational teacher or teacher-coordinator and this person may have been teaching in related classes, shop or laboratory, or in a cooperative education program in high school, post-high school, or an adult program.

Please report incidents which may be classified in any of the following eight (8) divisions of potential activity for vocational teachers:

1. Instruction
2. Guidance
3. Management
4. Public and Human Relations
5. General School Activities
6. Professional Role
7. Student Vocational Organization
8. Coordination

It is vital to this study that you prepare a brief report on two (2) incidents. We hope that you will report one (1) markedly effective behavior and one (1) ineffective behavior of beginning teachers with less than three (3) years of experience; however, any critical incidents that you report will be graciously accepted. You may write these out in longhand in the space provided on the forms. Once you recall an incident you will find it easy to describe by answering the questions on the form. You and your school are guaranteed anonymity in our report; therefore, you need not indicate your name or address on the forms.

Please complete the reports and return them to us in the self-addressed and postage paid envelope provided. Thank you for your cooperation and assistance.

IMPORTANT: PLEASE RETURN REPORTS BY MAY 28, 1968

STUDY OF COMMON AND UNIQUE ELEMENTS OF VOCATIONAL AND TECHNICAL TEACHER EDUCATION

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

CRITICAL INCIDENT REPORT

Can you recall observing a vocational teacher doing or saying something which was clearly effective or ineffective in the execution of his general duties? (Yes or No) _____

Was the teacher noticeably effective or ineffective in the performance of a specific task? (Yes or No) _____

If you have answered the above two questions affirmatively, proceed to describe the incident you have in mind by answering the following questions:

1. What were the general circumstances leading up to the behavior or act?

2. Exactly what did the teacher do or say that was so helpful or not helpful in accomplishing the task?

CRITICAL INCIDENT REPORT

3. Why was this act helpful or not helpful to the success of the activity?

4. In what year did this particular incident happen? _____

5. How long had this person been a vocational teacher? _____ _____ year(s) or _____ month(s)

6. How long had this person been a teacher (teaching in vocational and general education combined)? _____ year(s)

7. What was the teacher's vocational service area? Check (✓) one of the following:

   _____ a. Agriculture Education

   _____ b. Business and Office Occupations Education

   _____ c. Distributive Education

   _____ d. Health Occupations Education

   _____ e. Home Economics Education

   _____ f. Technical Education

   _____ g. Trade and Industrial Education

8. In what type of program did the incident occur? Check (✓) all that apply.

   _____ a. High School

   _____ b. Post-High School

   _____ c. Adult

   _____ d. Cooperative Education (Regular)

   _____ e. Cooperative Education (Diversified)

APPENDIX G

UNIQUE AND MIXED PERFORMANCE ELEMENTS OF BEGINNING TEACHERS (AGRICULTURAL EDUCATION AND TECHNICAL EDUCATION)

UNIQUE AND MIXED PERFORMANCE ELEMENTS OF BEGINNING TEACHERS[1]

Agricultural Education

*1. Organize an advisory committee

*2. Consult the advisory committee for program planning information

*18. Identify out-of-school learning experiences

*19. Determine need for and identify resource persons

20. Determine appropriate library resources

*25. Conduct a field trip

*26. Direct a student manipulative skill demonstration

32. Moderate a panel discussion

33. Present a lesson by the developmental method

*38. Develop standards for student attainment

41. Present information with the assistance of a resource person

*47. Present an illustrated talk with 35mm filmstrip or slides

48. Present a lesson with silent or sound motion picture film

54. Present a lesson with the aid of a flannel board and/or flip chart

*58. Conduct visits to the student's home for instructional purposes

86. Devise case-study problems

87. Interpret evaluation data for students and for parents

90. Determine if evaluative criteria exist

103. Interview students and parents

---

[1]Elements preceded by an asterisk were rated "very important" by the project task force. Other elements in this list were rated as "important."

106. Interpret cumulative student records

*108. Assist students to develop study habits

109. Assist students with personal and social problems

114. Conduct visits to the student's home for counseling purposes

118. Write recommendations for students for permanent employment

121. Update, revise, and improve curriculum based upon follow-up data

125. Determine long and short range supply needs

131. Arrange for storage of equipment and supplies

133. Maintain a running inventory of supplies and equipment

134. Develop a cooperative plan for adult education use of facilities and equipment

*135. Maintain equipment and tools

*136. Develop and implement safety procedures

137. Provide first aid supplies

158. Group students according to individual differences

161. Control physical surroundings (light, ventilation, heat)

*162. Establish detailed rules and regulations for laboratory participation

*164. Develop and administer a system for cleaning and maintaining the laboratory

165. Schedule student's work station and his storage space in the laboratory or shop

196. Participate in and/or plan inservice education programs

205. Promote interest in a student vocational organization

207. Plan an organizational meeting for establishing a student vocational organization

208. Assist in the election and installation of officers and organization members

211. Develop a yearly program of work for the student vocational organization

212. Sponsor and supervise student vocational organization activities

219. Assist students in advancing within the available degrees in the student vocational organization

222. Evaluate the student vocational organization program

231. Develop a cooperative training agreement between student-learner, school and cooperating employer

232. Designate on-the-job learning experiences

233. Develop a systematic training plan with a cooperating employer

234. Arrange school and work schedules with student-learners, faculty and cooperating employers

239. Orient training station staff to objectives of the program

*240. Develop procedure to insure student-learner's safety and protection

243. Develop a plan of student-learner supervision

244. Conduct visitations to training stations

245. Check student-learner progress with cooperating employer, on-the-job instructor and other personnel

*246. Discuss on-the-job training progress reports with students

247. Obtain suggestions for improvement and expansion of in-school related instruction

250. Assist student-learners with job related problems

251. Develop and maintain student-learner progress reports

Technical Education

*21. Develop a system for recording and filing subject matter information relevant to course planning

73. Evaluate text and reference materials to meet course objectives

87. Interpret evaluation data for students and for parents

*97. Present occupational information related to one's area

*110. Assist students with scholastic problems

130. Prepare requisitions for supplies, tools and equipment needs

135. Maintain equipment and tools

160. Arrange the mechanical details of the classroom and laboratory (materials and equipment)

178. Cooperate with community organizations in projects related to vocational education

*180. Maintain and develop liaison with craft unions, councils, committees, businesses and professional associations

APPENDIX H

SAMPLE CRITICAL INCIDENT AND ANALYSIS

STUDY OF COMMON AND UNIQUE ELEMENTS OF VOCATIONAL

AND TECHNICAL TEACHER EDUCATION

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

CRITICAL INCIDENT REPORT

Can you recall observing a vocational teacher doing or saying something which was clearly effective or ineffective in the execution of his general duties? (Yes or No) yes

Was the teacher noticeably effective or ineffective in the performance of a specific task? (Yes or No) yes

If you have answered the above two questions affirmatively, proceed to describe the incident you have in mind by answering the following questions:

1. What were the general circumstances leading up to the behavior or act?

   The tables in the school library were in need of repairs. The librarian asked the vo-ag teacher if he would be interested in refinishing the tables in the farm mechanics shop. The teacher discussed this with the FFA members at a meeting and the boys voted to do it as a community service project. The tables were repaired, all varnish, etc., removed, sanded, and sprayed with a suitable finish. The tops were covered with formica, trimmed and a real professional looking job resulted.

2. Exactly what did the teacher do or say that was so helpful or not helpful in accomplishing the task?

   The teacher (and the students) were willing to cooperate with the other teachers in the school to reach a goal that was of benefit to all persons. It showed that the teacher was interested in the total program within the school. It was a public relations situation all the way.

CRITICAL INCIDENT REPORT

3. Why was this act helpful or not helpful to the success of the activity?

This act of cooperation was most beneficial to the vo-ag program. The principal complimented all the vo-ag students publicly on the high quality of their work and the teachers and students in the school were much impressed with the improvement in the library furniture. This helped the vo-ag program by securing additional cooperation from all school teachers and was instrumental in three teachers in the school assisting with FFA activities.

4. In what year did this particular incident happen? 1965

5. How long had this person been a vocational teacher? 12 years
_____ year(s) or _____ month(s)

6. How long had this person been a teacher (teaching in vocational and general education combined)? 15 year(s)

7. What was the teacher's vocational service area? Check (✓) one of the following:

x a. Agriculture Education

_____ b. Business and Office Occupations Education

_____ c. Distributive Education

_____ d. Health Occupations Education

_____ e. Home Economics Education

_____ f. Technical Education

_____ g. Trade and Industrial Education

8. In what type of program did the incident occur? Check (✓) all that apply.

x a. High School

_____ b. Post-High School

_____ c. Adult

_____ d. Cooperative Education (Regular)

_____ e. Cooperative Education (Diversified)

Critical Incident Analysis

Incident	Staff Member Initials	Incident yes (Y) no (N)	Effective + Ineffective -	Performance Elements
AG17	ZZ	Y	+	4* 212*

Suggested Elements: None

*4. Make a task or activity analysis.

*212. Sponsor and supervise student vocational organization activities.